

# THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on page 539.

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FEW days ago a writer from another state asked, "Shall I start an educational paper here?" The answer was, "No, by no manner of means." The outlook for the educational journal is not favorable in a single state; it is exceedingly unfavorable. The reasons why this paper flourishes are briefly told: 1. Ten years were spent in founding it, all of which time the income was not worth mentioning; all of this time was spent solely in creating an audience; \$40,000 in money would not represent this labor justly. 2. The editor had spent twenty-five years, not only in varied school work, but in developing in his mind a somewhat consistent substratum of underlying principles. It is true, he expressed himself very crudely, but it was the *truth*; only teachers here and there, at first saw and felt it; then a wider circle was reached and so on. This paper has been a "paper" only in part; it has been the voice of one crying in the wilderness, "Leave, O teacher! your drilling over lists of words, and enter on that higher field of work in which you become an interpreter to the child of the great world he is born into." Going out with such a message it is not strange there were but a few that cared to subscribe; for repeating lists of words has been the supposed task for the pupil from time immemorial. 3. The earnest efforts made for reform and advancement, aroused a spirit of confidence in the publishers of text-books; they were far-sighted; they perceived the success of these efforts, meant an expansion of the school system—meant more business. They encouraged by advertising, and thus became promoters of the great educational reform that was projected and has been accomplished. Let no one who sees THE JOURNAL's success say, "I too, will start an educational paper and make a great success." It is not as an educational *paper* that THE JOURNAL has made its success; it has been a success only in pleading that teaching be performed in the most serious manner possible, in the spirit of the Great Teacher; in doing this it has induced many to leave their low vaulted past; they take it to obtain further light.

The need of unity in sentiment concerning the beneficent public school system adopted in every state and territory of the United States, has caused many to be anxious over the attitude of the Catholic element in the population. Bishop Ireland of Minnesota, proposed to turn the parochial schools of Faribault and Stillwater over to the public school authorities, reserving the privilege of teaching religion to Catholic children after school hours. This action came before the Pope and

cardinals, and a letter was sent to Bishop Ireland, enclosing a decision:

"In special Congregation of the Propaganda, held on the 21st of April, 1892, to consider the question what judgment is to be formed of the arrangement entered into by Archbishop Ireland concerning the two schools at Faribault and Stillwater, Minn.; in this case, they decided to reply affirmatively and without derogating from the decree of the Council of Baltimore on parochial schools, that the arrangement entered into by Archbishop Ireland concerning the schools at Faribault and Stillwater, taking into consideration all the circumstances, can be tolerated.

"In an audience held on the same day his Holiness deigned to approve the resolution of the cardinals given above."

INATIUS,  
Archbishop of Damietta, Secretary."

At the Council of Baltimore, held in 1884, it was decreed that every parish then without a parochial school should establish one within two years, if possible. This permission is therefore an important one. The plan of establishing parochial schools will probably go on, and so will Bishop Ireland's plan. It is not so long ago that Protestants thought they must have parish schools to teach their religion; in time, the Catholics will see that they can unite with the Protestants in supporting public schools which all denominations can freely attend—the subject of religion being made a private concern belonging to the home and the church.

There are very many Catholics who dissent from Bishop Ireland's plan, wishing the school to be under religious direction; there are very many Protestants who disapprove of it fearing that they may lose their grasp of the management of the public schools. But this country is neither a Protestant nor a Catholic country, it is a Christian country. The public schools must present a common ground where all sects may send their children for instruction; the extremists of both sides must give way; they are giving way.

The coming of summer means the opening of numerous summer schools. What opportunities for impressing comprehensive ideas of education! How shall this be done? By a systematic study of educational doctrine, we reply. That more of this may be done in the institutes of 1892 than there was in those of 1891 is our earnest hope. It will be said by many, "I don't believe in this theorizing." Everybody said this ten years ago, but a change has taken place and the teaching of educational doctrine has been begun.

Every educational paper, no matter whether it comes from our own favored land, from Ireland, Spain, India, New Zealand, or Canada is read with interest. Every one contains a value far above its subscription price; and that value may be derived by the earnest teacher. Now and then an editor dips his pen into his sulphuric acid bottle, but he who deals out unkind words, makes then and there one of his biggest mistakes.

This paper deals with principles, not men; it cannot descend from the high plane of good will to all laborers in the educational field. A subscriber to this paper might justly say, "Your evident ill will towards Smith is of no interest to me; I cannot take up your quarrels." When the personal feelings of the editor find a place in his columns, it is time for him to suspect he lacks the essential quality of an educational counselor.

## The Imagination in Teaching.

By Supt. M. A. CASSIDY, Lexington, Ky.

On the ceilings of the Sistine chapel at Rome, Michael Angelo executed his greatest work of art. Four years and a half, face up-turned, he labored alone upon this masterpiece of imagination. The end crowned the work. It was the glory of the painter's art; and the world hailed a new creation, in which appeared, in living colors, the concepts of a master mind. Let us mount the scaffoldings and view the great artist at his work. He stands erect and at every touch of his gifted brush new beauties unfold. That bright creature we see standing tip-toe on the brush's end is Imagination. Who but she could inspire such visions of beauty? See! She motions Angelo to stop, and instantly his arm is motionless. But why does Angelo's moody brow contract? Ah! yes; he is bidding Memory come to Imagination's aid. There comes the busy little hand-maiden now, her left arm akimbo at her side, and in her right hand a golden tray, heaped with concepts for Imagination's use.

Imagination signifies image-making. It is the Michael Angelo of the mental faculties. It does not create, but its re-creation is, in semblance, a new birth. Memory is its hand-maiden. Like a dutiful servant she brings the mind's accumulated concepts, and Imagination refashions them—old things are made new.

Though dependent on the memory for its material, the manifoldness of imagination is infinite. Of one concept it may make a realm of fancy. Give it a tree and under its magic there springs up a limitless forest. Give it a flower and it will plant an Eden. Of the few musical tones it has constructed the intricate melodies of Beethoven, and suggested to the poet's ear harmonies in the rippling brooks and roaring cataracts. Of the concepts given by the senses, and handed down by memory, it constructs the drama, with its manifold characters and startling situations; of these, guided by reason, it has given the world every new invention, and adorned the brow of the nineteenth century with a diadem of electric lights. Imagination may point to all the world's progress, and, in truth, exclaim, "Behold my handiwork!" As the imagination is the condition of all progress in civilization, likewise upon it depends all progress in mental culture. Hence its importance both to teacher and pupil. It is the spirit that quickens. It broadens the mental vision of the teacher beyond the bounds of the actual, and leads the mind of the pupil into the invisible realm of the possible. It enables the teacher to combine pictures of the known with new concepts to be awakened by instruction, thus blending the known with the unknown, and producing a symmetrical mental development. To the pupil it is the vital spark of all the words of instruction.

Without its quickening power words would be but empty sounds. In the book the pupil learns that a desert is a dry, barren tract of land; the teacher informs him that the sand in the box before him is a small desert; and instantly Imagination transforms the sand-box into an arid expanse of desert, while the twig of pine-tree becomes an inviting oasis, toward which the pebbly caravan that dots the surface is slowly wending. It is thus the pool becomes the sea, and the leaves rocked by its tiny ripples, the ships of commerce; thus the hamlet becomes the great city, with its busy marts and many storied buildings; thus the bit of land within the pupil's ken stretches out into the great earth. Words are within the pupil's comprehension only when he can recall images similar to the new ideas which those words are intended to convey.

It is the teacher without an imagination, or the teacher too indolent to employ that faculty, who is content to do memory work alone. Thus his pupils quit the school with minds over-ballasted with words—without ideas, and with no power of acquiring them. One of the greatest sources of failure in instruction is the unreasonable demand which is made upon the pupil's imagination. He is expected to comprehend a statement, grasp an

idea, form a concept, when he can recall from his experience and observation no similar image. He is expected to apprehend the unknown, unassisted by mental images of the known. He is the wise teacher who is ever ready to come to the pupil's aid with an object lesson; and he is a wise author whose books abound with pictures illustrating the text. These are food for the imagination, and in them the mind has a clearer conception of the instruction which the teacher seeks to give. These enable the pupil to read between the lines, and unfold to him a broader view of the often too brief text.

In children the imagination exercises despotic power. It is the amusement of the day, the terror of the night, and the fertile source of superstition. It turns the clouds into fantastic shapes, the wind into dolorous voices, the shadows into wrathful goblins. Robert Louis Stevenson, in his *Child's Garden of Poetry*, has beautifully portrayed the amusement that comes to the child of the imagination. These sweet verses should be in the library of every parent and teacher; and their perusal would place us all in closer touch with child-nature.

The imagination, unguided, leads the child into fantastic ways of thought. My own little boy, before he knew of death, once said to me as I was carrying him up a hill too steep for his chubby legs to climb: "Papa, when I grow up to be a man, and you grow down to be my little boy, I'll carry you up the hill, and give you everything you want, too."

X The child's too active imagination often leads him to exaggeration and falsehood. He is conscious of no wrong in this; for the exaggeration is to him a reality. The sin of lying may not be imputed to the boy who said he saw a thousand squirrels on a tree; for he had no conception of that number. He had heard the word thousand, but memory had no concept in her storehouse to which he might liken it, and it was therefore meaningless to him. The imagination influences the desire of the child. It is therefore the duty of the parent and teacher so to guide this faculty as to give the proper bent to the child's will. His will of its own accord will take the direction of the good, if his understanding is filled with moral pictures by means of examples and stories. That boy who is a thoughtful reader of the *Youth's Companion* will hardly become a vicious man. Inasmuch as the desires of children are largely influenced by the imagination, it is the teacher's sacred duty to give that faculty the proper bent. In this the teacher's struggle will be against heavy odds. The bill-boards and fences are aflame with pictures that lead the fancy into regions of delusion; evil literature, like a poisonous serpent, crawls everywhere. Teachers should know what their pupils read, and what desires influence their actions. If their inclinations are to the evil and the sensational, lead them to prefer the good and true, by examples and pure literature. Few would turn away from the majestic river to gaze upon the cess-pool. Show the children the pure stream and they will learn to live by it and grow strong.

There is no mental progress for the unimaginative child until that faculty has been awakened. He may learn the words of instruction; but, like the seed that fell by the way-side, they will lie dormant in the mind, until the black fowls of forgetfulness shall take them.

As a means to the awakening of the child's imagination I would recommend the placing within his reach pure juvenile literature. The highest and best of all is that miracle of genius, *The Pilgrim's Progress*. The child who follows Pilgrim along the straight and narrow path, from the "City of Destruction" to the land of Bulah, will, when the journey is done, have passed into a realm of fancy, where the birds ever sing and there is no night. With Pilgrim he will have entered into a new life.

One of the many goods resulting from the kindergarten, is its cultivation of a pure imagination. The training which the imagination of the child receives in these nurseries of the public schools gives him a keen relish for the instruction offered in the schools, and renders instruction a pleasure to him.



## Teachers' Trip to Europe

WITH LITTLE MONEY AND LIMITED TIME.

[A SYMPOSIUM.]

The following articles will be peculiarly valuable at this time when so many teachers are thinking of going over the sea. Year by year more teachers lay by the money and visit the old world. The great question with the greater number of these is "How and what to see with a small sum of money?" This is well answered by teachers who write from personal experience.

### "The Schoolmaster is Abroad."

By L. A.

This is not a line of poetry, not strictly a line of truth. It is an old (cross-cut) *saw* that has been *on file* for a long time without becoming very sharp. It is not often used now; the schoolmaster has let go his end of it, and it is hardly to be expected that one party should wield so clumsy a tool alone.

The schoolmaster of to-day is a gentleman who may, or may not, be abroad, as suits his taste and inclination. Having delegated to the schoolmistress almost everything pertaining to the profession excepting his salary, he may, if it meets his pleasure, throw the duty of being abroad in with the other duties, and shift the responsibility of perpetuating the credit of the institution in this particular branch of service.

The abroadness of the schoolmaster is more than likely to take place during the school term, when any depletion which his exchequer might suffer in consequence of it would find a balance in his accruing salary.

Vacation days are set apart for purposes of his own. He plans his own trip, and plans it to avoid discomfort and weariness. His principal journeyings conform to the devious windings of trout streams, and his excursions lead to the haunts of game; his most extended tours follow the track of the denizens of the forest and his observations are confined to the weather probabilities. "Let them be abroad who will;" he seeks a place in which to rest from his labors, a place to which his "works" will not be at all likely to follow him.

With the schoolmistress the case is somehow different. While she is figuratively abroad at all times and in all seasons, yet there seems a general conspiracy to have her *go* as soon as vacation begins. Everybody plans for her *to go*, everybody expects her to go.

There is material to be gathered, and there are stores of experience to be garnered, and educational interests to be represented. Yes, she will have to go. What though a superhuman effort be necessary in order that all the bonnets and dresses and wraps and their corresponding concomitants be brought into existence and packed for unknown and unknowable occasions? What though her arithmetic be taxed to its utmost that the large and exacting demands of travel be reconciled with the diminutive and rapidly diminishing amount that represents the savings of a year? Notwithstanding all this, and more, she must go.

So she takes a regretful farewell of her own quiet, beautiful room and its comforts, bids good bye to friends, casts a longing, lingering look towards the shade trees and the inviting hammock, and is off; off to fatigue, to discomfort, to danger even—but then she is *abroad*.

### Whither?

By L. ABBIE LOW, New York City.

Perhaps there is no change so marked in the entire history of civilization as the attitude of the world toward woman, and of woman toward the world. In early days there was no outlook for a woman,—only an *inlook*; even down to Puritan times the *sine qua non* of exalted womanhood was to bide at home.

How different the conditions to-day! Not only the excellent, but the excellent of the excellent go up and down, and round and round the world, whithersoever inclination leads, with no limit to their wanderings, excepting such as their exchequer shall declare.

Woman may be said to have fairly faced about,—she looks *out* now, and oftentimes *looks out for herself*; and there is strong evidence that women of the present day, especially American women, are to *see* as well as to *be seen*.

It is the teacher who has been largely instrumental in reversing the old Puritanical decree, and to her should be accorded the highest privileges which the liberty brings. She should ride in the easy chariot of travel and all the knowledge gates of both worlds should swing open to her. The nature of her work, too, entitles her to these favors,—a work which makes it incumbent to extend her field of observation, and enrich her experience. Her profession is an exacting one; its demands are large and imperative,—breadth of culture, wealth of information, and a constant renewal of the strength and energies necessary for the work.

The fountain of a teacher's knowledge must not be a stagnant pool, but a perennial spring overflowing with fresh and sparkling waters.

Pedagogical power, if it meet the requirements of an advancing age must be constantly augmented and gauged to conditions.

Methods of work are to be adjusted and readjusted to fit the constantly varying proportions attitudes of the world's wisdom; the art of teaching must follow close upon the heels of scientific development.

And with all the rest there must be a sufficient reserve of nerve and physical force for the exhaustive labor of the school-room.

Prime requisites for a good vacation trip are a fund of good health, a fund of good nature, and a fund of good sense; with these, and a "spirit of conformity," a pleasant vacation may be passed almost anywhere.

The trip over-ocean offers the largest returns for the amount of investment, and is deservedly popular; but it must be remembered that in sight-seeing, as in other feasting, there is a limit to human capacity, and the ordinary eight-weeks' tour provides vastly more than can be assimilated by the common mortal in that length of time.

One who ought to know has said, "The great secret in sight-seeing is to be resolute to leave something out." In view of this secret the matter of selection becomes an important and perplexing preliminary.

First of all—there is the voyage, that can't very well be left out, so it is wise to arrange to take it in, to best advantage. If you "want the earth" and will be satisfied with nothing else, you can't expect much from a sea-voyage. Make up your mind to be "all at sea," to conform to the habitat of the sailor, and your trip will be more than likely to yield both profit and pleasure, and even to merge into delight. A common, warm dress for steamer service with winter wraps even though it be midsummer; and for head-wear a small bonnet or a cloth cap and a thick veil, but not a hood. Superfluous wraps with steamer suit are conveniently stored at port of landing, to be resumed on the return.

A steamer trunk, a traveling suit to be donned for the land trip, and a dinner suit that is trim and neat, and fairly dressy, comfortable and ample toilet appointments—anything else not too bulky that will contribute to comfort in sickness or health.

A traveling companion may make or mar a trip. A word to the wise is sufficient; but bear in mind that it is within your power to make or mar for her who shares discomforts as well as delights with you.

Another helpful preliminary to the over-ocean trip is the study of the currencies of Europe. The money which is to be constantly at your fingers' ends (for *finger tips* play an important part in foreign travel), should be sufficiently well-known to be recognized at sight. There's such a wide difference between reciting the table of English or French money, and using the money in traffic

if you happen to have it with you ; being able in a moment, "in the twinkling of an eye," to compute its fractions and at the same time to reduce it mentally to the value of dollars and cents, and to determine as to what equivalent you are receiving in exchange for it.

Conducted or non-conducted is another question that presents itself for early settlement. In either case, the lady who knows how to conduct herself, and gives proof of her ability to do it, will get the most out of her trip. With this valuable accomplishment, and means at her command, a lady may make her own way anywhere; nevertheless, she will meet with more genuine chivalry in the United States, than is to be found in England and France together.

There is, however, economy of both time and means in being identified with a good party, and conducted by a courteous and intelligent guide, and for the two-months' trip the advantage is decidedly with the (well) conducted party.

There is much to be had from this short trip ; it is, to say the least, a series of impressive object lessons in history and geography, set off by realistic experiences. The full significance of the word *foreign* will enter into one's consciousness as it never could have done except from personal observation over-ocean.

## One Way.

By MABEL J. CHASE, Nutley, N. J.

I would like to have every one of my fellow-teachers know what a delightful European trip can be made for two hundred dollars.

Choose one of the smaller and slower steamers. The fare is less, and there certainly is much more pleasure with a small party than on a crowded steamer.

Buy a Baedeker of each country you intend to visit and study it. It will save much time and money. With the maps of cities which these books contain, and descriptions, you can decide about what you want to see in each city before reaching it ; then studying the streets can see how best to use your time, and in a trip of this kind, of course time is money.

My own trip last summer, which cost only two hundred dollars, included Holland, Belgium, and France. Paris and all the larger cities of Holland and Belgium, as well as many of the quaint smaller places, were visited.

We sailed from New York for Rotterdam on the Netherlands line. Some of us who had not visited Europe before, were afraid we should not realize that it was actually Europe when we landed.

But after leaving the North sea and entering the Maas river our doubts were soon at an end. The many wind-mills ; peculiar shade of green of the fields ; roads lined with long rows of evenly trimmed poplars, or willows ; wide Dutch boats ; thatched roofs of a dull red color, almost hidden by the beautiful trees, were unmistakably Dutch.

After sight-seeing in Rotterdam, we went to Antwerp ; climbed to the top of the Cathedral, visited the art galleries, and roamed about the quaint old part of the city.

Next to Brussels, the beautiful "marble city," visiting the galleries, botanical gardens, cathedrals, attending a concert, and seeing Brussels lace made at one of the factories. Then on to Paris where we had a week's stay and a trip to Versailles, and with a judicious economy of time saw a great deal. Visited the Louvre, and Luxembourg galleries, went to the top of the Eiffel tower, attended an opera at the beautiful Opera House, rode through the boulevards, and in the little boats on the Seine, watching the Paris life in the Champs Elysees ; visited cathedrals, Napoleon's tomb, the Pantheon, and many other places.

Retracing our steps we went to The Hague ; in the art galleries there and at Amsterdam saw Rembrandt's finest paintings, and also visited the legislative buildings. Next to Scheveningen, the celebrated watering place of Central Europe, and then to Zaandam, the in-

teresting old place where the hut of Peter-the-Hermit may still be seen.

This trip took seven weeks, including the ocean passages. We traveled second class on the continent, and first class on the ocean.

From Paris to Versailles we traveled first class, to see what it felt like, for of course we had been told that "none but lords, fools, and Americans traveled first class."

Do not take a trunk if avoidable. It causes a great deal of delay, and, unless one is familiar with the language, considerable misery.

Heavy wraps, rugs, steamer-dress (which should be something old), may all be left at the steamship office until needed for your return ; so if you carry only what is necessary for the trip, considerable time, money, and worrying will be saved.

Even if you do not speak the language of the country you visit, there is very little trouble. We were often addressed in English before we had spoken at all.

If you can go—do so by all means ; you will not regret it. The hardest part is making up one's mind. A trip across the Atlantic is not so formidable after all, and scores of things that looked like mountains diminish into mole hills. Do not practice too great economy on the subject of views. They are much more reasonable than in our country, and a well selected collection will afford you an infinite amount of satisfaction.

You will not realize while you are traveling all the benefit you are receiving. You will live it over and over after your return ; in your school-work, and particularly in your reading, all your experience and knowledge will prove invaluable.

In this article my purpose has been to address those who desire the benefits of travel, regardless of some sacrifices. Make up your mind you are going for advancement, as well as pleasure, and your way will be made easy.

## The Way We Did.

By ROSINA E. HAYT, Erie, Pa.

Now let me tell you how three teachers, all ladies, went abroad unconduted, saw unmolested, and returned glad that they went ; in other words, what we enjoyed in a ten weeks' vacation for about four hundred dollars, exclusive of shopping. Had our desires been less large, we could of course had a very enjoyable trip for a smaller sum, but we have never regretted that we went as far and saw as much as we did.

We were in Europe fifty-two days, and visited parts of England, Belgium, Germany, Switzerland, Italy, and France. We gave a week each to London, Paris, and Lucerne, and spent from a few hours to several days in about thirty other places, among them Cologne, Heidelberg, Weisbaden, Milan, Venice, Berne, Geneva, and Chamouni. To do so much it was necessary to economize time. This was done in several ways. First by having a settled route laid down with date for reaching and leaving each place. Though this was not as unalterable as the laws of the Medes and Persians we seldom preferred to deviate from it. By this plan it was easy to arrange for letters to reach us at each of the places when we made long stops. We traveled on Gaze excursion tickets, though selecting our route independently. We procured our tickets at the London office for the whole circuit back to Liverpool. We also bought hotel coupons which could be used at any hotel on their list ; this saves handling a great deal of money. We always found their hotels good—many of them were excellent. We carried all our money with us in English bank-notes, which are good anywhere.

Economy in baggage is another important consideration. A trunk is a fruitful source of expense, anxiety, and loss of time ; besides it is quite unnecessary on a short trip. We left our steamer trunks, with the many articles needed only on the voyage, in charge of the



steamship company, where they were stored at a slight cost until our return. After that a satchel that we could pick up and carry for ourselves when necessary furnished all the room we needed. A traveling suit appropriate for one place is good enough for all. We each had a pretty silk waist along to put on occasionally lest we should become too monotonous to each other. Once, being caught in a heavy shower quite unexpectedly we got so wet that we had to go to bed to have our clothes dried; that was only once, so we did not mind it. Only a few changes of underclothes are necessary, for washing can be done very promptly wherever you stop. When your guide-books and purchases accumulate to the extent that you do not know how to dispose of them, pack them up and send to your steamship company; you will find them safe in your state-room when you get back. Our rule for traveling comfortably in respect to "luggage" would be: Leave out all that you *may need* and take only what you *must have*. The longer one travels the wiser one becomes.

Paris was our last great city, and the way in which we saw it was so superior to all our former achievements that I must give you an outline of it. We stayed at a Gaze hotel. From here there were drives arranged for four days in the week, to as many series of places of interest. An excellent guide accompanied the party, consisting of twenty or more, each day. We took all these drives and by that time felt quite at home in the city, and could find our way anywhere we wanted to go by the help of our invaluable Baedekers. We revisited the most interesting places, giving them more time. This way of seeing a city, especially one whose language is unfamiliar, enables one to accomplish a great deal in a short time. There may be others who can show a city to strangers as well as the Gaze firm, but we only speak of those we know, and we must say that they treated us well.

In traveling there are some things upon which it is economy to spend money freely; among these are unmounted photographs and guide-books. Souvenirs characteristic of the places you visit are also desirable. You can take your trip over and over again by means of these things; they supplement the memory wonderfully. When in after years you relate your tales of travel, you may make them too wonderful, surpassing belief, or what is still worse, not wonderful enough. Should you become suspicious that either is the case, what a comfort it will be to refer to your guide-book and set yourself right before you tell that story again. If your descriptions of some charming spot fail to arouse the enthusiasm the subject deserves, you can produce your photographs to stir up the imagination of your hearers.

Going abroad is not difficult after your mind is once made up to it. All that you need to make it a "joy forever" is money, good company, and good sense. If you have the first two and can rely on your companions for the last, you can get along very well.

If such things could be bought for money, no sum could be great enough to purchase from us the delightful memories, the valuable experience, the wider knowledge in every department of art, nature, and history, that our trip afforded us.

Some enterprising New England women have organized a Woman's Rest Tour Association, to assist those who need escorts abroad. They have published a handbook, "A Summer in England," in which are a set of skeleton tours, rates on lines, and numerous hints of the detail of travel (50 cents). A second edition of this book embraces among its new features, directions for summer study in the universities of England, on the university extension plan.

Introductions are exchanged by this association between women who desire companions for a trip abroad, and chaperons are provided by this association for those desiring such aid. The low price of \$250 is stated as sufficient to cover the expenses of a summer vacation. The association can be reached at 264 Boylston street, Boston, Mass.

## Another Way.

By ARTHUR P. WALCOTT, Columbus, Ohio.

The phrase, "personally conducted" often brings a smile. To have been a tourist in a personally conducted party to Europe, is somehow considered to take a little from the glory of having been abroad. This idea is wholly unfounded, and like many another prejudice is the result of ignorance of the real benefits of seeing Europe, in a taken-care-of party, instead of wandering about in a go-as-you-please condition, dazed with confused uncertainty, and losing time, money, and opportunity at every step. If one has unlimited means, leisure, and a practical (not school-room) knowledge of the languages of Europe, it is pleasurable to wander about in a desultory way, picking up adventure and amusement as a child gathers pebbles, and having about as motley a collection at the end.

Personally conducted tours are especially designed for intelligent people who talk only "United States," have little time and little money—in short, teachers. This is how I know.

Once on a time I found myself in London, with a necessary delay in business that gave me five weeks' time for a "run on the continent." But how? Where? Fortune smiled in the shape of an advertisement, that on such a date a "personally conducted" party of Americans, mainly teachers, would arrive in London *en route*, etc.; party was small, only twenty-one, and would positively receive no additions." That was enough; "mainly teachers," meant mainly lady teachers. I knew enough of the profession for that.

"There is a tide in the affairs of men,  
Which taken at the flood leads on to fortune."

How I stormed the barricade of "no additions" and strategically carried the works by securing a feminine majority (there were eighteen ladies) need not be detailed in an educational journal. Tactics are tactics. Next day I joined the party, became a veritable "Cookie" and sailed away one moonlight night for Antwerp serenely blest. Next day we stood before the masterpiece of Rubens in the old Antwerp cathedral. In the twenty-four hours there we had driven everywhere in carriages, and absorbed the atmosphere of that quaint old city, and were ready for Brussels. There everything was condensed in time and plans, and we learned more of the city of Brussels in those two days than solitary travelers could have seen in thrice that time. By this time the teachers had gracefully slipped their professional harness and hovered around the wonderful lace works where cobweb shawls were drawn through a thimble for their delight and temptation, very much like ordinary womanhood. Once out of school, they were delightful companions, flavoring every new experience with so much intelligent appreciation and criticism that our Italian conductor more than once touched his heart and crimson cap in amazed admiration.

Our route lay through Cologne, with its renowned cathedral, up the castled Rhine where we all grew silent under overwhelming grandeur and an exhaustion of adjectives; thence to lovely Wiesbaden, on to picturesque Heidelberg and the black forests of Baden Baden. Strasbourg with its marvelous clock and classic storks was next visited on our way to Lucerne, that bit of Paradise with its indescribable charm that baffles the genius of pen and brush.

A climb up the Rhigi, and then over the Brunig pass to Brienz, brought us to the magic falls of Geissbach where the hours spent in sleep were so much lost time. Next to Interlachen, where we lived a day in a "truly" chalet and lost our hearts to the snowy-tipped Jungfrau.

By Thun and Berne, Lausanne and Martigny, and a mule trip over the Tete Noir we reached Chamouni for a blessed, over-Sunday rest. Mount Blanc never towered above a happier lot of tired travelers, than we, or gave a rarer treat than the parting benediction of its matchless afterglow. By diligence we reached Geneva, where the loyal teachers first sought out the tiny Rousseau island and talked of "Emile;" then, a twilight hour on heaven-blue lake Geneva, under lateen sails, and we passed on to Paris, carrying away a little exquisite wood-carving and delightful memories, even if the bewildering Swiss watches were left behind.

In Paris, my share of the personal conduct of the contract ceased, and for a few days the conduct became delightfully personal after twenty-one days of growing friendliness.

To sum it all up. We had been cared for royally from first to last. Had made one of that oft quoted trio who ride in first class carriages (for we stepped into no other), and absorbed so much through the carefully planned tour, that it has been a marvel ever since how so much could have been done, and so thoroughly done, in that fleeting three weeks.

Wholly relieved from all anxiety of luggage and routes, we gave ourselves up to the delight of the travel alone, getting so much fun in our pantomimic intercourse with the inhabitants of every locality that we cherished a mild contempt for ordinary mortals who talked in verbal language. Oh! the ingenuity of those teachers' resources and versatility of symbolic expression! They

could have taught the little natives in every country by gesture alone,—no gestures and *eyes*. I beg pardon.

What was the cost of this travel from London back to Paris again, a period of twenty-one days? For me about one hundred and fifty dollars, which did not include London sight-seeing, or ocean passage to and from New York. A fraction of the party returned on the Guion line, cheaply, with great comfort in the absence of crowds, and with decided praise of the courtesy of officers and the good accommodations.

It is no matter of distinction in these days to go abroad. But all that ever could be gained by such a visit is to be grasped and enjoyed by the observing and intelligent, in as rich a measure as before every steamer was overburdened with a freight of flippant humanity who "do" Europe as they follow any other fashion.

My allotted space for this article is far over-run, but a parting word about those teachers. They must have entered their school-rooms the next September better equipped in every way for their work. The horizon that had bounded their lives had retreated, giving a broader scope to vision. They were clearer-eyed to see the relations of things. America would be loyed none the less, but it would be seen unobscured by the haze of a narrow conceit. Training boys to American citizenship would have a grander meaning than ever before. I had far rather that the little boy climbing upon my knee as I write should come under their training care now, than before that vacation trip over the sea; and I think I would like to be invisibly present when they told him of some of the romantic spots in Switzerland.

We all agreed to two things before we parted. One was to be loyal to each other forevermore; the other, not to bore uninterested humanity with our trip after we reached home.

"Remember," said one of the teachers, beginning to don the professional mantle again, with a little illustrative preach, "there was once a minister who was asked to resign three months after he returned from Palestine because he had never once offered a prayer in all that time without bringing in, 'Oh, Lord, thou knowest when I was in the Holy Land.'"

I have tried to remember, if this ever reaches the eye of the bright little mentor who left us with an upraised finger of warning.

## Two Months in Germany.

By L. SEELEV, Lake Forest, Ill.

Many teachers are looking longingly across the Atlantic as a place to spend their summer vacation. The time has come when it is almost as cheap to cross the Atlantic and visit the old country as to stay at home; fully as cheap if one goes to any kind of fashionable summer resort. Very cheap rates can be had by several lines of ocean steamers if one is content to take two or three days longer on the passage. The complete rest which one is compelled to take on ship-board is the very best thing for a professional man, and it fits admirably for the hard work of travel and sight seeing on the other side. Experience has taught me to avoid round-trip tickets unless you can decide before starting by what steamer you will return, and have the whole matter definitely settled. If the companies find that you have a return ticket, and have not your room located, they will be sure to locate you in an inferior room if not refuse you a room altogether at the time you wish to sail. This is one of their most frequent, and at the same time aggravating dodges.

But about Germany. We will suppose that one lands at Antwerp, Rotterdam, Bremen, or Hamburg. If at either of the first two places, Brussels should be seen, requiring a couple of days. From there or from Hamburg or Bremen I would go to Cologne preparatory to seeing the best part of the Rhine. It is not worth while to touch the Rhine at a point lower than Cologne as the most interesting scenery is above that city.

Every one should be provided with a Baedeker's Guide, which is the most satisfactory guide-book published. These can be purchased in New York before starting, at least one covering the first country to be visited, so that one can make a study of it while crossing the ocean. They can be bought in every European city in English, French, or German and are most valuable books not unworthy of a place in your library after your return. They discuss the language, history, money, public conveyances, routes, hotels, etc., in short everything that a traveler wants to know. I have always found Baedeker thoroughly reliable.

There are two ways of managing with reference to tickets; one is to go to some agent like Thomas Cook & Sons and buy a round trip ticket covering the points desired. This saves some trouble and a little expense. I prefer to buy from station to station, as it allows of change of plan and is more independent.

After seeing Cologne, take the steamer for Coblenz, a sail of about eight hours. I do not think it profitable to make the trip longer than that at once. One can become satiated with the grandest scenery in the world so that it will seem only commonplace. At Coblenz a night can be spent, the old town visited, and a trip made to Ehrenbreitstein, just across the river. The next

day take the steamer to Mainz (Mayence) stopping over a boat to visit the Niederwald monument, the proudest in Germany.

From Mainz cross to Frankfurt-on-the-Main, spending two or three days. From here the route to Berlin lies through a most beautiful country, skirting the Thuringian forests, passing through Eisenach, Erfurt, Weimar, and other Luther cities. A few hours should be taken at Eisenach to visit the Wartburg, and a day at Weimar, "The Athens of Germany," to visit the spots made almost sacred by Goethe, Schiller, Herder, and Wieland.

Arriving at Berlin, as some little time will be spent there, the question of hotel becomes important. I find Baedeker thoroughly reliable in his account of hotels. Select the kind you can afford to take, being careful not to take too cheap a one; that never pays. Make all arrangements explicitly before settling down and then take possession. There is plenty to see in Berlin, such as, the National Art Gallery, the Thiergarten, the castles, the university, the exposition park, and many other places, for which I again refer the reader to Baedeker.

From Berlin I would go to Dresden, where a week could be profitably spent. An hour every day should be given to the all-absorbing, entranced study of Raphael's matchless Sistine Madonna. No one wants to see it once and then leave it forever; but the footsteps will lead to that room where throngs gather day by day to study this marvelous picture, while no voice above a whisper or low undertone is ever heard in that room. My experience is that two or three hours at a time are all that one can profitably spend in a picture gallery; and so on the same principle that I advised only a few hours at a time on a Rhine steamer, I advise but a few hours a day in a gallery. There is plenty to see in every town which will divert and at the same time attract.

From Dresden the trip could be extended to Nuremberg, a city of quaint architecture, having a fine old city well, and many other things interesting to Americans. From here one can go to Switzerland, or Munich, or to Paris, as inclination may suggest.

In regard to expense, an average of about three dollars a day will suffice for all living and traveling expenses, if one is economical. Of course there ought to be a margin allowed for the purchase of pictures, curiosities, clothing, books, etc. No one can indicate to another how extensive this shall be. The taste and purse of the individual must decide that. I would advise every one after visiting a place to buy a few photographs of a uniform size, unmounted to avoid bulk and duty, as a remembrance of the place. These should be labeled and mounted upon returning home, thus furnishing a means of entertainment to one's friends, as well as being a reminder of the pleasures of the trip in the years to come. I ought to say a word about fees, which unfortunately we Americans are coming to understand all too well in our own country. They are a part of the European system to which one must submit however distasteful. There is no use of trying to reform Europe in two months' vacation, and much annoyance will be spared by graciously submitting. Many of the servants about hotels depend upon fees for their living, getting no pay from any other source. The question is how to give fees and neither rob those who have attended to your wants nor yourself. A pretty fair rule is to divide, upon leaving, an amount equal to about one-tenth of your hotel bill among those who have served you. You are sure of an audience to "see you off," and it is well to be prepared with change.

A word to teachers who may want to study the German school system. My advice is do not attempt it. It is too big an undertaking for a vacation. But if you should visit a few schools, I beg of you not to write to educational journals masterly efforts describing, praising, or criticising the German school system. Such an attempt would be ridiculous and would do harm to the cause of education, because it would not be true.

Two teachers who will spend their vacation across the water have been taking measures all winter to secure the greatest amount of benefit from their two months' trip. They have wisely decided to undertake only a little, and cathedral England is to be the limit of their sight-seeing except what comes incidentally in pursuit of this plan.

Before Christmas they began the study of English cathedral architecture to find that it led them back through the Romanesque and Greek characteristics to its Egyptian source. Through reading and attending lectures bearing upon the subject they have secured an intelligent conception of the various styles, and they expect pleasure and profit in applying this knowledge during the coming trip. To see more of the country about the English cathedral towns they mean to walk wherever practicable, and to become accustomed to long tramps they have been taking preparatory stretches daily for weeks past. Six weeks in England to these two young women will mean more than a year would to some inattentive, unprepared travelers.

Home again! Home again!  
From a foreign shore,  
And O, it fills my heart with joy  
To greet my friends once more.



## The School Room.

MAY 21.—LANGUAGE AND THINGS.  
MAY 28.—EARTH AND SELF.  
JUNE 4.—PRIMARY.  
JUNE 11.—NUMBER AND PEOPLE.

### A Science Reading Lesson.

Report and Criticism by FLORENCE ROACH, Principal Polk School, Washington, D. C.

#### PEBBLES.

(The following is the report and criticism of a model lesson given by Miss Kaiser, in Polk School, before Supt. Powell, the supervisors, and the fourth grade teachers of the city and county. The object of this lesson is to show the effect of forming a science basis before the reading-book is taken up.)

(a) Object and Reading Lesson. Every child has many pebbles and larger ones at the desk.

I imagine myself on the bank of a stream, where I find many pebbles. Tell me if they are all of the same size. "They are of different sizes." Examine the shape. "They are not all of the same shape. They vary in shape and in size; some are small, others large." As I go up the stream, I find these pebbles larger; let us discover what makes them smaller.

With what is the bed of the stream covered? "The bed of the stream is covered with rough stones and rocks." As I walk up the stream I finally find a place where the water falls over the rocks. What kind of stones are these? (Showing specimens.) "I find here many rough stones." You may rub your stones, making a grinding noise. "Some are softer than others." Where did they come from? "I think they came from the rocks over which the water flows." How are they broken off? "The rocks are full of cracks into which the water flows." When the water freezes you have learned what happens? "When the water freezes it expands and pushes against the sides of the rock. Small pieces are then chipped off, and they fall into the river." The current of the stream will do what with them? "The current of the stream will sweep the rocks along with it." As they pass down the stream, how are they changed? "As they pass down the stream they rub against one another, and the sharp corners are worn away." The children rub the pebbles and discover that the soft ones wear away more rapidly than the hard ones.

Hark! I hear the noise of the ocean, what kind of pebbles are these, and how did they find their way here? "They are marine pebbles and they were washed up by the sea, and the rainstorm." How do they differ? "They also differ in shape, in size, and surface." Where did they fall from? "They fell from the great rocks on the shore." What caused them to fall? "The waves beat upon them and filled the crevices." What did the water do against the sides of the rocks? "The water pushed against the sides of the rock and again chipped off pieces, some small and some large." As the water comes up, what becomes of the stones? "The waves sweep them in and out, in and out, again." How are the stones again changed? "They rub against one another and against the bed of the sea." Until what happens? "Until they are ground from rough, great rocks to stones of various sizes and shapes." Or until they become what? "Or, until they become sand or mud. Some are thrown where? "Some are thrown upon the shore." Where they do what? "Where they rest for a long time before continuing their journey."

(b) The development of "hard words" found in the reading book including the *sounding*, *spelling*, and *combining* of the word in sentences which represent the proper relations and descriptions of the pebbles, as:

ex-am-ined	ma-rine
dif-fer-ent	per-pet-u-al
smoothed	in-ter-est-ing
por-tions	con-tin-u-ing
boul-ders	va-ri-e-ty

(In these words, diacritical markings for pronunciation, and cancelled silent letters were employed.)

(c) Then followed the reading lessons in the Normal Fourth Reader, p-58,—usually taken in a second lesson.

In this reading from the book many grammatical points were gained incidentally without breaking in upon the unity of the *thought values*.

#### CRITICISM.

We read for general knowledge and inspiration, for culture, to satisfy a mental thirst. The formation of the intellectual life of the child is the greatest responsibility of the teacher, because the desire to read for information is an overwhelming influence upon the pupil. It is the quickening force that pushes the walls of his narrow life asunder, and causes him to see and love that which is good.

Great teachers are sensitive to the *mental* part of learning to read. The taste of the child in favor of the proper reading matter must be formed early in the child life. In order to stimulate this mental action there must be a close interlacing of the reading lesson with a preparatory language exercise or representation of

facts in words describing "the world that lies about us in our infancy."

Hence, the superintendent in his criticism, after the lesson above, strongly advocated the "combination of science work with equivalents in language" as a *basis* and *groundwork* of the reading lesson which followed. And "All is grist that comes to the teacher's mill." As shown by the above, the teacher not only led her pupils into *pleasant* paths but formed the habit of expressing in proper steps or ranks of elements the *sentence-picture*, as in—"They rub against one another, and against the bed of the sea. Until what happens? Until they are ground from great, rough rocks to stones of various sizes and shapes. Or until they become what? Or until they become sand or mud."

What need for the child yet to know that *until* ushers in a dependent element *limiting* in time the action. He *sees* the relation, the technique will follow.

It is "Life that begets Life,"—hence the interest aroused in the lesson and shown by the attractive inflections of the little ones' voices when they told about the pebbles on the desks before them—always supplemented by the *personal life* of the teacher.

### Ten Lessons in Manual Training.

By GEO. B. KILBON, Principal of Manual Training School, Springfield, Mass.

#### LESSON VIII.

##### EDGE AND END PLANING.

In mechanics as in arithmetic there are four fundamental rules, one or more of which are practiced in every problem, and no workman can become a skilful operator without understanding and mastering them. They are as follows:

Rule I. Measure accurately according to plan.

Rule II. Make perfect lines.

Rule III. Cut rapidly near to lines.

Rule IV. Cut carefully exactly to lines.

The present lesson illustrates these rules clearly.

As in arithmetic, multiplication is really a short method of performing uniform addition, and division a short method of performing uniform subtraction, and thus the four rules can be considered analytically as two; so in mechanics the above first two rules may be condensed into the statement: *Lay out work accurately*, and the last two into the statement: *Work to lines*.

#### Problem I. Edge Planing.

Hold in the vice one of the boards which were surface planed in Lesson VII, and use the finishing plane (Fig. 6, Lesson VII.) to true one edge thus:



Fig. 1.

Imagine a line to be drawn along the middle of the edge, as in Fig. 1, dividing the edge in two sections, A and B.

To ensure driving the plane so that the middle point of its cutting edge shall glide along the middle of section A, guide it with the fingers of the left hand, as in Fig. 2. In this guiding, the left fingers are held under the plane and in contact with the wood as the plane glides along.

Take a similar shaving from section B, and a third one along the middle of the edge imaging no line on it.

Test the work with straight edge lengthwise in three places as in Fig. 13, Lesson VII., and with try-square crosswise in three places, as in Fig. 3 below, and plane where these tests show the face to be high. Remember the blade of the plane must be kept properly adjusted and set as fine as will do the work required.

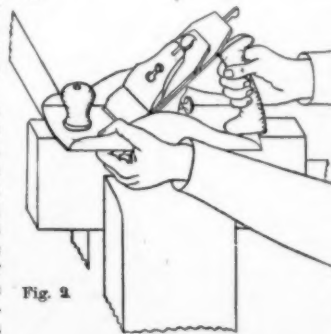


Fig. 2.

A plane should never be driven over a board unless it cuts, as that will dull it more than the process of cutting, and a blade edge should never rest on the board when the plane is being drawn back, as that also will dull it.

Place a tried mark as in Fig. 4, on the first side and first edge finished, enclosing their common corner. This side and this edge are to be worked from in all future laying out.

To finish the second edge set the gauge  $2\frac{1}{2}$  in., Rule I.; gauge on both sides from the finished edge, Rule II.; plane away the surplus wood till the lines are nearly reached using the roughing plane, Rule III.; and then plane exactly to the lines using the finishing plane, Rule IV. Test with try-square just before reach-

ing the lines and complete the planing as its tests suggest, but *do not on any account plane below the lines* even though the edge is not perfectly square with the side.

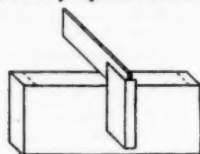


Fig. 3.

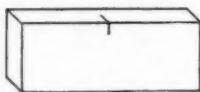


Fig. 4.

Plane all four of the boards in like manner. Rapid workmen will finish the four boards and perhaps make one or two more while slower workmen are making one or two only.

#### Problem II. End Planing.

Take one of the above boards, and, using the knife and try-square, square around  $\frac{1}{4}$  in. from one end, as in Fig. 5, *Rule II*. In doing so always place the beam of the try-square against the tried side or tried edge mentioned in connection with Fig. 4. This is to ensure accurate work.

Place the board on the saw block, as in Fig. 6, and saw very close to the lines without touching them. *Rule III*.

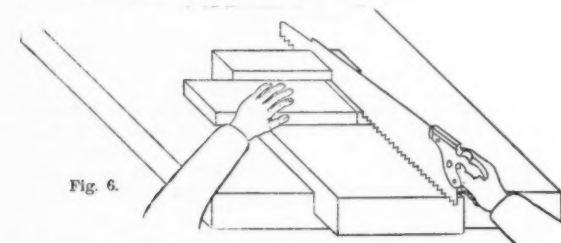


Fig. 6.

Hold the work in the vice and plane to the lines using the block plane as in Fig. 7, *Rule IV*. Test with try-square when nearly done so as not to plane beyond the lines.

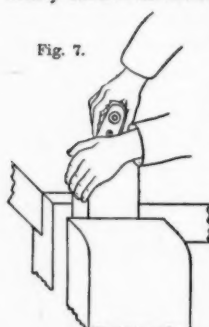


Fig. 7.

In case it is not yet possible for a given pupil to saw sufficiently near to the lines the wood remaining had better be chipped away as in Fig. 8, and those who are so timid as to saw far from the line will have to chip twice, the first chipping being shown at Fig. 10.

Let us now give more detailed instruction for this chipping and planing and explain Figs. 7 to 12 more minutely.

In Fig. 7, the hands nearly cover up both the plane and the work, but the intention is to show the palm of the left hand resting on the knob or throat plate screw of the plane while the left fingers rest against the edge of the work farthest from the workman, and thus while assisting the right hand to drive the plane, give the workman power to stop the plane at will.

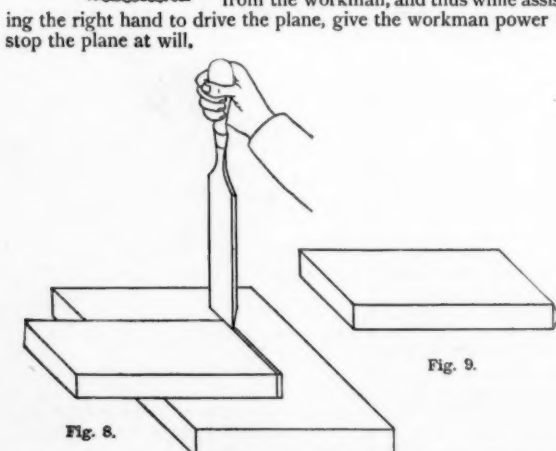


Fig. 8.

In Fig. 8, the work is represented lying on a chipping block. Use the 1 in. chisel, utilizing not more than one-third to one-half of its edge at a stroke, as shown in the figure. The unutilized portion of the edge will, at each stroke after the first, follow the cut made by the preceding stroke and so guide the chisel. Let the chisel start in the line and cut a surface slanting a little to the right so as not to disturb the line on the opposite side of the board. Turn the board over and cut from the line on that side in like manner, when the end will be crowning, or roof shaped,

as seen, exaggerated, at Fig. 9. Place the board in the vice, and, operating as in Fig. 7, plane off this crowning portion exactly to the lines. This chiseling and planing may be called a triple application of *Rule IV*.

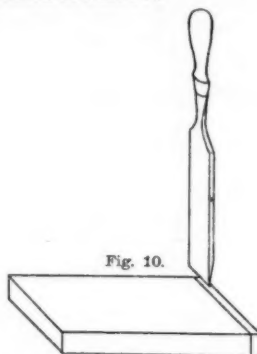


Fig. 10.

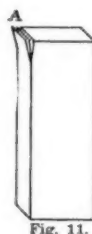


Fig. 11.



Fig. 12.

In Fig. 10 use only from one-third to one-half of the chisel edge at a stroke, as in Fig. 8. Chip vertically and proceed entirely across the board, keeping about  $\frac{1}{8}$  in. from the line. The work is then ready to treat as in Fig. 8.

Sometimes the amount of wood outside of the lines, is too little to saw and had then better be all chipped away, as at Fig. 10, making one cut about  $\frac{1}{8}$  in. from the lines, then a second cut  $\frac{1}{8}$  in. from the line, and finally cutting as in Fig. 8 and 9, and then planing as before.

Some important differences exist between the necessities of side and edge planing on the one hand and end planing on the other.

1st. In side and edge planing a full length shaving is usually taken along the entire length of the board as previously stated. In end planing this must not be done since the wood will be splintered when the plane passes off as at A., Fig. 11. To avoid this, plane a few times from *a*, Fig. 12, about two-thirds of the way across the end to *b*, and then a few times from *c* to *d*, thus alternating till the end is complete.

2nd. When planing sides or edges be careful to hold the plane parallel to the direction of the shaving, as in Fig. 2. When planing ends it is better to hold the block plane at an angle to the direction of the shaving, as in Fig. 7, more clearly illustrated in the diagram, Fig. 13, which shows a block plane commencing and finishing a stroke.

Measure 8 in. from the finished end, square around, saw (chisel if necessary), and plane to lines as before.

Treat all four boards in like manner, though, as stated before, rapid workmen will complete all four and perhaps more while slower workmen are making but one or two.

Mark according to power finally acquired in accurate planing.

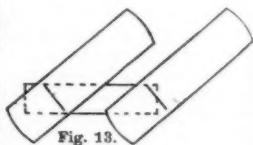


Fig. 13.

## Forms and Properties of Matter.

By MACLEOD.

Human beings are endowed with five senses by which they take notice of the objects surrounding them. These senses are *sight, hearing, touch, taste, and smell*. To everything that affects one or more of these senses the term **MATTER** is applied. The air we breathe, the food and drink we consume, and the various objects which we gather together to add to our comfort and ease are all different forms of matter. A portion of matter having a distinct form is called a *body* and the materials of which bodies are composed are called *substances*. Thus, iron and wood are substances, but a bar of iron or a log or board of wood, we designate as a *body*.

We perceive some forms of matter by the use of several senses while other forms are only perceptible to one sense. The heavenly bodies can only be perceived by the sense of sight, and distant sounds affect only the sense of hearing. A flower is perceived by the senses of sight, touch, and smell, while a coffee-bean calls into use still another sense, the sense of taste.

Some substances are made up entirely of one kind of matter, and are called *elements* or *simple substances*. There are sixty-three known elements, of which the most common are oxygen, hydrogen, nitrogen, iron, carbon, potassium, magnesium, and sodium. When substances are composed of two or more elements they are called *compound substances*. Air and water are examples of such substances.

**FORMS OF MATTER.**—Matter assumes three different forms known as *solids, liquids, and gases*. When the parts of a body



are firmly held together so that it retains its original shape or the shape that art has given to it, it is said to be a solid. All metals, wood, stone, rubber, etc., are solids. A body is classed as a liquid when its particles yield to pressure or movement and change their relative positions. Liquids have no decided shape but assume the shape of the vessel in which they are confined, with this peculiarity, the upper surface is always horizontal. Water, oil, and alcohol are familiar examples of liquids.

Gases are bodies whose particles have a tendency to separate from each other. They are thin in character and may be compressed into smaller or dilated into larger dimensions. Bodies of this kind receive the general term *aëriiform* bodies. Steam and air are samples of gases, well-known to all. Liquids and gases are often spoken of as "fluids."

Some substances can assume under certain conditions all three of the above forms. Water in its natural state is a liquid. Exposed to intense cold it becomes ice, a solid, and when great heat is applied, a gaseous state known as steam or vapor is the result.

**STRUCTURE OF MATTER.**—It is believed that all matter is composed of innumerable small particles, invisible even with the aid of the strongest microscope. These minute particles are called *molecules*. How the molecules are arranged in bodies is not positively known, but various experiments tend to the belief that the molecules of a body do not touch each other but are separated by spaces, and that therefore the molecules have a certain freedom of movement even in the most solid bodies. Small as the molecules of matter are, chemical tests have made it evident that they in turn are made up of still more minute particles. These particles, so small that the mind can find no estimate of them, are known as *atoms*. Thus an *atom* may be defined as the smallest conceivable portion of matter and a *molecule* as a collection of such particles, forming a portion which itself is so small as to be invisible.

(ILLUSTRATION.)

To show the minuteness of molecules and atoms, a learned scientist has made the following comparison. If a single drop of water were enlarged until it equaled the earth in size, the molecules would then be only the size of a billiard ball. If you write down the figure 3 and follow it by twenty ciphers, you will have the number of molecules supposed to compose a cubic inch of air, *three-hundred quintillion*—a number which the mind finds it impossible to grasp. The atoms as well as the molecules are believed to be separated by minute spaces or pores.

**PROPERTIES OF MATTER.**—All matter has qualities or properties, and they are either *general* or *specific*. The latter are only observed in certain bodies, or in certain conditions of bodies. *General* properties are those which belong to *all* bodies, and we will consider them first. The most important are extension, impenetrability, divisibility, compressibility, and elasticity.

**EXTENSION.**—All portions of matter, however small or large, and whatever their shape, occupy space. Even an atom, although so small as to be almost inconceivable, takes up a certain quantity of room. This property, by virtue of which all bodies occupy space is called *extension*. The *quantity* of space occupied by a body is its *volume*, and volume is measured in three directions, that is, it has three dimensions, length, breadth, and thickness.

(ILLUSTRATION.)

It is difficult to believe that gases as well as liquids and solids, possess these three dimensions, but a simple illustration will soon prove the fact. Force air into a box, thoroughly air-tight. It will be readily seen then that its extension in the three directions mentioned can be ascertained as accurately as that of any solid.

**IMPENETRABILITY.**—This term is applied to the property of matter which enables a body to exclude every other body from the space it occupies, or, to make a simple statement by virtue of this property, no two bodies can occupy the same space at the same time. This assertion seems to be a direct contradiction of the many, every-day phenomena around us.

(ILLUSTRATIONS.)

We constantly see nails driven into wood, a needle penetrating cloth and solid substances dropped into vessels containing liquid. But, now that our attention is called to the subject by this plain and positive statement that "two bodies cannot occupy the same space at the same time," let us see how we can explain the common, every-day sights just alluded to. In the case of the nails driven into the wood, withdraw one of the nails and carefully examine the portion of wood from which it was extracted. You will notice that the nail has not really penetrated the wood and occupied the same place, but has pushed aside the fibers and made a space of which it has taken possession. The fact of pores existing between the molecules of wood is also proved by this experiment, for these spaces allow the wood fibers to be pushed aside by the entering nail. In the same way you will see that the needle does not occupy the same place that the cloth does, but goes between the fibers, pushing them aside. Now, for our third apparent contradiction! Pour some water into a pan and drop a big stone into the liquid. Closely observe the surface of the water and you will see it rise somewhat in the pan. It has been displaced by the

stone and being more mobile in nature has yielded space to it, but the stone and the water *do not* occupy the same space. This fact will be still more evident if you fill the pan to the brim before dropping in the stone. The water displaced will then run over and fall from the pan. If measured it would be found that the water displaced would occupy the same amount of space as the stone.

By these simple experiments we have proved the impenetrability of solids and liquids. It remains to us to prove whether gases possess the same property.

(ILLUSTRATIONS.)

Take a tumbler which we call *empty*, but which is really filled with air, and invert it over a vessel full of water and press it downward. You will find that the water does not fill the tumbler. Why? Because there is air in the tumbler and the water and air cannot occupy the same space. It is true the water rises a very small distance into the tumbler, but this is because the air is so very compressible and the rush of water forces its molecules together. The *diving-bell*, which is of such great service to us, is built on the principle of the last experiment. A bell-shaped vessel, heavy enough to sink into the water and large enough to hold the men acting as divers, is let down from the surface of the water into the sea by means of a chain. The bell is filled with air so of course cannot become filled with water. Only a little water rises, as much as the compressibility of the air allows. The men surrounded by fresh air in the bell, dig down into the treasures of the deep in perfect safety. From time to time, fresh air is forced into the bell through a tube connected with the air above. Windows in the roof of the bell furnish light, and thus modern science has made working under the sea a safe and profitable occupation.

**DIVISIBILITY.**—Any body may be divided into small pieces and these pieces in turn may be subdivided until the parts are too small to be seen with the strongest microscope. If we could see these pieces and had instruments fine enough we might go on with the division until we reached the molecules.

(ILLUSTRATIONS.)

A soap-bubble illustrates divisibility perfectly. As you know, the bubble is full of air which you have blown into it, and the thin wall is composed of particles of soap and water. These particles must be exceedingly minute, for it is estimated that the surface of the bubble is less than one millionth part of an inch in thickness. Spider threads are so fine that enough thread to weigh an ounce would if drawn out, measure 400 miles. A grain of musk will scent the air in a room for years. The particles of musk divide into inconceivably small parts and mingle with the particles of air. A drop of ink or coloring matter in a vessel of water will color the entire quantity of liquid. The particles are thus shown to be divided and subdivided, but each particle retains its original coloring power. The diffusion of milk in our coffee and tea is another example of divisibility. The blood in our bodies is composed of such tiny globules, that in a drop as large as a pin-head there are a million of them.

**POROSITY.**—In our talk on the "structure of matter," we ascertained that between the molecules of a body there were spaces. These spaces are called pores, and when large enough to be seen with the naked eye are called *sensible* or *visible* pores.

(ILLUSTRATIONS.)

Examine a sponge, piece of bread, stick of wood, or pumice stone, and you will see the pores plainly. But the fact is that *all* bodies are porous and as this seems a rather improbable statement, we must resort to a few simple experiments as a test. Chamois skin or thick kid are apparently without any pores, but if you will make a little bag of either of these materials and fill it with liquid, by squeezing you can force the liquid through the invisible pores in the chamois or kid. If you can obtain mercury, which does not flow as readily as water, the test will be more severe but at the same time more convincing. A rubber foot-ball when pressed forces the air out through the pores in the rubber. In the city of Florence a couple of centuries ago, some scientists proved the porosity of gold in the following manner. They made a hollow globe of the metal, filled it with water and sealed the globe. Immense pressure was then exerted on the globe and finally some of the water forced its way through the pores of the gold and stood on the surface of the globe in tiny drops. Put several spoonfuls of sugar in a cupful of water and you will notice that the water does not overflow as it did in our previous experiment with the stone and pan of water. The reason is that the sugar at once divides into minute particles which find room for themselves in the pores of the water.

**COMPRESSIBILITY** is a property largely dependent upon porosity. The more porous a body is, the more it can be compressed.

(ILLUSTRATIONS.)

Take your large sponge and squeeze it tightly in your hand and notice how small a space it may be made to occupy. The experiment of the inverted glass given in our talk on Impenetrability illustrates the compressibility of air, for the water would not rise at all in the glass if the particles of air were not pressed closer together and thus space for the liquid allowed. Liquids are less compressible than solids. Medals and coins are examples of the

compressibility of metals. The circular pieces of metal are prepared and then the designs are stamped upon them by quick and heavy pressure. The particles of metal are pushed closer together and after stamping the metal occupies less space than it did before.

ELASTICITY is a property so easily proved that we accept the simple statement that all matter possesses it to some degree, without any doubts.

(ILLUSTRATIONS.)

Drop your rubber ball on to the floor. As it touches the floor, the ball flattens at the point of contact for a moment, then quickly regaining its shape, it pushes downward on the floor with such force that it bounds into the air again. Bend a stick of wood until it forms a curved line, then let go of the ends and see how quickly it will straighten itself. Try the same experiment with a piece of whalebone. The bow and arrow depend for their utility upon the property of elasticity. Gases possess elasticity in the greatest degree. The compressibility and elasticity of air and steam have led to the formation of many useful and powerful machines. Some substances possess elasticity in such a slight degree as to seem utterly devoid of it. Lead and clay are such substances. Elasticity may be defined as the property which enables a body to resume its original shape or volume, after some force which has changed it has ceased to act.

### The Teacher.

I saw a teacher building slow,  
Day after day as passed the years,  
And saw a spirit temple grow,  
With fear and hope, and often tears;  
A mystic palace of the soul,  
Where reigned a monarch half-divine,  
And love and light illumed the whole,  
And made its hall with radiance shine.

I saw a teacher take a child,  
Friendless and weak, and all alone,  
With tender years, but passions wild,  
And work as on a priceless stone;  
Out of the rude and shapeless thing,  
With love and toil and patient care,  
I saw her blest ideal spring—  
An image pure and passing fair.

Upon a canvas ne'er to fade,  
I saw her paint with matchless art,  
Pictures that angels might have made  
Upon a young and tender heart;  
And growing deeper for the years,  
And flowing brighter for the day,  
They ripened for the radiant spheres,  
Where beauty ne'er shall pass away.

—William Oland Bourne.

### The Compounding of Words.

By V. S. W.

Close students of the English language have long noticed inconsistencies and absurdities in the compounding of words. Certain words are united in the thought of the writer—they will be found printed in a solidified form or joined with a hyphen. The word *proof-reader* is a case in point; one would not have to search long in newspapers to find it printed as a hyphenated word—*proof-reader*, or as a solidified word—*proofreader*. This confusion in practice is a reflection of the disagreement of authorities on the subject.

There are principles that determine the form of words; these may be applied to the making of compounds, and although absolute consistency may not be secured a very close approach to it is possible. F. Horace Teall, author of *The Compounding of English Words* and the editor of this department in Funk & Wagnalls' new dictionary, has given the subject much close study. The results reached by him will be of great interest and value to teachers. The following are his rules for hyphenated words, with a few examples under each:

1. Two nouns used together merely as nouns, unless in apposition, become properly in such use one compound noun.

Examples.—Under this come (1) the name of a thing and that of its appendage, as *chair-leg*, *lamp-wick*; (2) the name of a receptacle or container and that of its content or occupier, as *book-shelf*, *drug-store*; (3) the name of anything as sent or coming from a source coupled with that of its source, as *rifle-ball*, *store-clothes*; (4) the name of that which is incidental toward a result with the thing resulting, as *bread-dough*, *thunder-cloud*; (5) the name of an agent or implement and that of an object acted upon or with, as *hair-brush*, *telegraph-pole*; (6) the name of a substance and its special shape or condition, as *dust-heap*, *sand-bar*; (7) the name of something coupled with the name of an action,

as *entrance-hall*; (8) the name of an action and that toward which it is directed, as *fire-worship*; (9) the name of a conveyance or motor and that of the motive power and *vice-versa*, as *hand-car*, *horse-car*, *car-horse*; (10) the name of a passage coupled with that of a special place, as *barn-door*, *garden-seat*; (11) the name of anything and that of a location, as *land-pirate*; (12) the name of that on which something is produced with the product, as *rose-bush*.

2. Two names the second of which (ending in *-ing*, *-er*, or *-or*) expresses direct action upon the first always properly form a compound noun.

Examples.—*Air-compressor*, *boat-builder*, *chair-making*, etc.

3. A verbal noun (ending in *-ing*) and a substantive following it, used together as the name of something instrumental toward or incidental to the action named by the verbal noun, form a compound noun.

Examples.—*Adding-machine*, *drawing-paper*, *sewing-machine*, *walking-stick*, etc.

4. Any phrase in regular construction of any kind becomes a compound noun when used as a name so arbitrarily that it cannot be considered as merely figurative.

Examples.—*Forget-me-not*, *mother-in-law*, *jack-in-the-pulpit*, *bird's-mouth*, *bull's-eye*, *crow's-nest*, etc.

5. Any two words used in arbitrary association as a name become properly a compound noun.

Examples.—Under this are compounded a noun and an adjective or an adjective and a noun (*waterproof*, *cold-chisel*); a noun and an adverb (*touch-down*); a verb and a noun (*know-nothing*); an adverb and a noun (*down-stroke*); two adjectives (*wide-awake*), etc.

6. In expressing an idea generally given in a single word by the joint use of two or more words in arbitrary construction, or in such connection that they might be misunderstood as separate words, the two or more words properly form a compound.

Examples.—Such compounds may be formed of two adjectives (*ashy-blue*, *dark-red*); adjective and participle (*odd-looking*, *calm-browed*); noun and adjective or adjective and noun (*fancy-free*, *free-trade*), two adjectives (*well-known*); two nouns, (*Sunday-school*); verb and noun (*lack-luster*), etc. There are various combinations of different parts of speech in form compound verbs and adjectives.

The main rules for consolidated forms are as follows:

1. Two words used jointly in the office of one word, with no actual elementary significance other than by mere allusion of the kind expressed in the joint term, should be made a solid word.

Examples.—Some words coming under this rule are *backgammon*, *bandbox*, *deathlike*, *sheepshead*, *bedside*.

2. A pair of words which are, when used in literal meaning, a hyphenated compound or two separate words should be made an inseparable compound when used with a purely arbitrary meaning.

Examples.—Under this rule are included such words as *afternoon*, *blackberry*, *bluecoat*, *ironclad*, *redbreast*, etc.

The most common mistake in compounding words is the joining together of a noun and the (adjective) modifier. Thus such words as *district attorney* and *associate justice* should not be joined. The omission of the hyphen often changes the sense. There is such a thing as a printer's imposing-stone. No one will deny that the famous Koh-i-noor diamond is an imposing stone, quite a different thing. It is correct to write *man-of-war*, but *ship of war* is a phrase in which the words are merely joined, grammatically, and hence should not be hyphenated. An adjective and an adverb in attributive use such as *newly married* couples should be written without the hyphen. Unless the united word has a meaning that the parts have not it is better not to join them.

The teacher might discuss these rules with the school and then assign them to different pupils to find other compounds under each of the classes. In this way they will become familiar with the principles.

### The Dead Line.

Where is the dead line of usefulness in teaching? Is it marked by years, or by a waning enjoyment of the work? What are its signals? Every teacher ought to know, and have the grace to stop outside the line. Neither principle nor pride should allow her to stay as a retainer, in a profession that has no need of, but simply tolerates, her services. It would be curious to know the many answers that teachers would give to the personal question, "Why do you teach?" I think but one answer should be accepted: "I teach because I love the work, and can do my best in it;" and as many years as a teacher can truthfully say this, she is not in sight of her dead line; for her enthusiasm, born of love for her work, endures. In time, it is less girlish; it effervesces less, but is more pervasive. Her work is her mental offspring, giving her more tender, anxious solicitude as the years go by, and she realizes that it is slipping from her. This is why she will not mind the sacrifice needful to keep her in touch with the times.

Milford, Mass.

A. C. SCAMMELL.



# Supplement to THE SCHOOL JOURNAL.

## ANNUAL CIRCULAR OF

# Special Traveling Information.

Valuable for Teachers who are asking WHERE SHALL I GO THIS SUMMER?

A very large number of the educators of the country travel during the summer to Europe, to the seashore, the mountains, or to some of the educational conventions. Some of these are noticed below. It is the intention to offer in these pages valuable information to all who may travel. Further information will be cheerfully given if possible. The writer should always enclose a stamp for reply.

**The National Educational Association.**—This meets this year at Saratoga in July. The various lines represented in this supplement give special rates. Note the many attractive excursions in connection with this great meeting. **The Glens Falls Summer School.**—The students of this widely known school can buy excursions to the N. E. A., at Saratoga and go from there to Glens Falls; it is a short and delightful journey. Attractive circular now ready. **The Martha's Vineyard Summer School.**—Those attending this well-known school from the West and south-west can buy excursions to Saratoga via New York, and attend the N. E. A. or not; if not, send tickets to Saratoga for stamp. **The Chautauqua Assemblies.**—Tickets can be bought to Chautauqua at reduced rates and from there to Saratoga and back for one fare, returning to Chautauqua for further study. Of course other excursions can be added. **European Tours.**—We were largely instrumental in getting up a party of 200 teachers to visit the Paris Exposition. This year at least 10 special educational tours are arranged for. See this circular or send for information. **The American Institute of Instruction** will meet at Narragansett Pier this year. Several thousand teachers attend this meeting each year. Special rates are made by all eastern Rail Road Co.'s, Steamboat lines, etc. For other meetings consult the columns of SCHOOL JOURNAL.

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### THE POPULARITY OF TEACHERS' PERSONALLY CONDUCTED TOURS.

## The Penna. R. R. Co.'s ANNOUNCEMENTS.

No medium for thorough sight-seeing as well as pleasure and recreation has appealed so strongly to the teachers of the Eastern Coast, as the Penna. R. R. personally conducted tours. Considerable talk has been indulged in this year in regard to a contemplated tour for teachers embracing the Thousand Islands, Montreal, and points north, but as yet nothing definite has been determined. What is assured, however, is the announcement made by the Penna. R. R. Co. that on July 2nd it will run a Teachers' Tour to Atlantic City from New York and Brooklyn by special train, leaving New York at 11.00 A.M., and reaching the coast early in the afternoon. Returning tourists will leave Atlantic City July 5th at 9.50 A.M. and reach the metropolis about 1.00 P.M. The rates are astonishingly low only \$13.50 from New York or Brooklyn, and include, in addition to round trip transportation, luncheon on train en route going and accommodation at the United States Hotel, Atlantic City, from supper July 2d until breakfast July 5th, both inclusive. Stops will be made and tickets sold at Jersey City, Newark, Elizabeth, and Trenton.

The series of tours to Niagara Falls for teachers, will start from Philadelphia, July 14th and 28th, August 11th and 25th and Sept. 3d and 29th. These tours will leave Philadelphia and tickets will be sold at a rate of \$10, valid for return during ten days and good to stop off at Watkins and Rochester going, and Buffalo returning. These tours are mentioned somewhat in advance of authorized notice, but the dates are assured and undoubtedly with the opening of the season new points will be added to the attractive list for the selection of teachers. The Penna. R. R. is fortunate in the possession of courteous representatives, termed Booking Agents,—one located at 849 Broadway, N. Y., one at 860 Fulton street, Brooklyn and one at 233 South 4th street, Philadelphia,—who will at all times be glad to give information relative to any of the Company's tours.

## WEST SHORE RAILROAD.

The *Evening Telegram* says that the **West Shore Railroad** is at present conducting a wonderfully large passenger business, most of which is due to the desire of the public to enjoy some of the finest river scenery in this country. On the principle that fast time and good service are the only things that draw in this age, the company now run fast trains frequently between this city and Buffalo. In addition to this, a vast amount of money has been expended in ballasting the roadbed and making it smooth for fast running. Talking with a gentlemen who has traveled extensively in Europe and America, and whose habits of observance are proverbial, a *Transcript* reporter was told that there was no railroad in the world, the route of which runs through a country giving such a panorama of beautiful scenery, as does the **West Shore**. Beginning with the perfect river and mountain scenery along the Hudson River and ending at the great Cataract of Niagara, the eye sees one endless picture of changing, beautiful and interesting views. The interest of the traveler is not allowed to flag for an instant. There is not, for any distance along the road, any deep cuts to hide the views presented, and if the road had been constructed for the express purpose of viewing nature in its most favorable aspects, it could not have been built for that purpose any better than it is at present. For the purpose of viewing the Hudson alone, the gentleman advises all to make the trip, either up or down, on the railroad. It is preferable, if in warm weather, to go up on the boats as far as Newburgh and return in the evening on the train, as the road is then perfectly shaded from the heat of the sun by the hills and mountains, which rise above the river on its western shore.

The **WEST SHORE** is the route selected by the National Educational Association as the official line for delegates to the meeting at Saratoga, July 15.

## MICHIGAN CENTRAL

### "The Niagara Falls Route"

has made a special rate from Chicago and other points upon its lines to Saratoga Springs and return on account of the

### National Educational Association

at one lowest limited first-class fare for the round trip with the addition of a two-dollar membership coupon. These tickets will be good for continuous passage to Saratoga and good for the return trip until July 19 inclusive with the privilege of an extension to September 15 on certain conditions.

The **MICHIGAN CENTRAL** offers special advantages to persons taking this trip not only from the superior character of its construction, equipment, and operation which is unrivalled, but also because it is the only line from Chicago to the East that passes directly by and in full view of the World's Columbian Exposition, the colossal structures of which are rapidly approaching completion and can be plainly seen from the passing train,—because it is the only line running directly by and in full view of Niagara Falls,—and because it is the direct line to Saratoga Springs from the West in connection with the great four track New York Central and the D. & H. All who purpose taking advantage of the inducements offered, should send for a copy of the beautifully printed and illustrated circular upon the subject issued by the Michigan Central and which will be sent upon application to any address by

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This railroad is always a favorite for summer tourists. No matter what road is selected by the traveler from New York to the West he will always contrive to go one way, at least, on the "Erie." The attraction of the scenery, the noted places along its line, and the good management of its lines are features always referred to.

#### SUMMER TOURS.

To the teaching fraternity of New York, Brooklyn, and their numerous suburban towns, the "Erie" has always been a favorite railroad; because, by it, access is had to so many points for rest and recuperation. It carries into charming retreats in the near by mountainous country, a very large number of those engaged in teaching in the public and private schools of New York and vicinity. Any one that examines a map of this railroad will see that it penetrates an elevated region immediately after leaving Paterson, N. J.; at Sufferns the gate-way to a mountainous region is entered; rising step by step Middletown is reached; at Port Jervis the beautiful Delaware river is struck and followed for a hundred miles. Thus the Shawangunk mountains, the southern Catskills, the Blue Ridge and the Alleghanies are easily accessible. Those seeking a restful place in vacation time should procure of D. I. ROBERTS, General Passenger Agent, New York City, a copy of "Summer Homes on the Erie Lines," it will be mailed if two cents in postage is enclosed. In this book will be found a description of delightful places, readily accessible, amid fine scenery and at moderate rates of board.

#### NIAGARA FALLS.

The "Erie" is a favorite route to these celebrated falls; Niagara river is crossed by the road on a suspension bridge, and a fine view of the Falls afforded. The Rapids, the Whirlpool, the Chasm below the falls are things once seen, never forgotten.

#### CHAUTAUQUA LAKE.

The "Erie" R. R. passes the southern end of this celebrated lake and furnishes the readiest means of reaching it from the east, south and west. At the foot of the lake are two fine hotels, the Kent and Sterlingworth. About half way up on the west side are the world celebrated Chautauqua Assembly grounds. Everybody has heard of "Chautauqua." A series of summer schools are carried on here that attract people of both sexes and all ages from all parts of the United States. This place is a place of wonderment; it is the headquarters for that vast system of home reading and study originated by Bishop Vincent.

There is a session of educators held here that attracts many teachers; at its head is Col. Francis W. Parker. This year the Chautauqua Educational Conference will be inaugurated, so that Chautauqua is a place of importance to teachers.

#### THE NATIONAL EDUCATIONAL ASSOCIATION.

This meets at Saratoga, this year, July 16-18, and the teachers along the line of the "Erie" will have the benefit of the one fare for the round trip to Saratoga—plus two dollars. Those who want to attend the sessions at Chautauqua can buy round trip tickets to that point, stay there to July 15, buy an excursion at one fare to Saratoga and then return to Chautauqua to finish the course there; this was done at the Toronto meeting last year by those who were studying at Chautauqua. In this way those in distant states can make their journey east a most profitable one.

#### A CHOICE LIST OF

### SUMMER RESORTS.

In the Lake regions of Wisconsin, Northern Michigan, Minnesota, Iowa, and the two Dakotas, there are hundreds of charming localities pre-eminently fitted for summer homes. Among the following selected list are names familiar to many of our readers as the perfection of Northern summer resorts. Nearly all of the Wisconsin points of interest are within a short distance from Chicago or Milwaukee, and none of them are so far away from the "busy marts of civilization" that they cannot be reached in a few hours of travel, by frequent trains, over the finest roads in the northwest—the Chicago, Milwaukee & St. Paul Railway, and Milwaukee & Northern Railroad:

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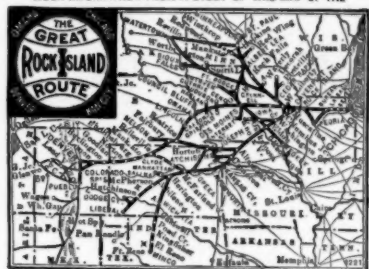
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# ANNOUNCEMENT!!

## TO THE TEACHERS OF AMERICA.

You are all cordially invited to attend the great meeting of the National Educational Association to be held at Saratoga in July, the arrangements for which have already been announced. A word regarding the route: Teachers coming from New York, Brooklyn, and Jersey City, and all those from the West, are advised to take the New York Central & Hudson River Railroad, which is the most direct and in every respect the most comfortable line.

Many of you will doubtless decide, before returning homeward, to visit some of the celebrated health and pleasure resorts of the great Empire State, and to assist you in arranging your itinerary, we append a list of new publications, issued this season, descriptive of hundreds of short tours, via, "America's Greatest Railroad"—

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This is a series of books on American health and pleasure resorts and the luxuries of American travel, published by the Passenger Department of the New York Central & Hudson River R. R.

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## A New Idea in English Training.

By HENRY G. SCHNEIDER, B.S., New York City.

About two years ago, two of the teachers of Grammar School No. 61, in New York City, conceived the idea of publishing a paper to be printed, written, and issued by the scholars of the school. One of them owned a press and volunteered to teach the boys type-setting and to superintend the composing room; the other agreed to gather and supply the necessary material from the different classes. In November, 1888, the first number of *Our Own* dropped from the press, and regularly every school month since its appearance has been greeted by its 1,000 subscribers.

As stated in its opening editorial, the objects of *Our Own* were first and foremost "to give the boys and girls of the school practical literary training and to exercise them in the expression of their thoughts in good clear English," and to show every month the best work done in English composition throughout the school; second, to secure funds for a school library, so as to keep before the scholars the works of the great masters of English prose and poetry as models of purity and clearness in expression of thought; as subordinate aims it mentioned the training of the boys in type-setting and of the girls in editing the paper and in its business management. It also proposed to interest the friends of the school and to supply them with a monthly record of its work and progress.

These aims after two years of earnest self-sacrificing work on the part of the teachers and a hearty co-operation on the scholars' part have resulted in making *Our Own* a literary, financial, and practical success. The teachers of the schools taking part in its publication (No. 61 and No. 90) agree that *Our Own* has developed and encouraged the scholars' power of expressing thought clearly and correctly by opening a new and wider field than the class compositions alone could do. The scholars of each class voluntarily present the stories, rhymes, and items to the class teacher; hear her criticism, then re-write and send to the editors and editresses and receive from them a second criticism, and, if fortunate, see their productions in print.

The unsuccessful compositions would fill twenty times the space of *Our Own*, each month. Reports of class progress by the scholars, the best class compositions and English exercises, and very much material out of the line of school work appear in its columns; the reporters' accounts of visitors' remarks or little classroom incidents and of the public exercises graduation day, add reports of the athletic sports and games, have each month offered a varied field for the collective talent of the school. The library of *Our Own* numbers close to 300 well selected volumes, which are in continual use.

Each month's issue has a distinctive feature; thus the February number was a Washington symposium.

The scholars read, asked and found out all they could about Washington, and then in articles told "Why they considered Washington a great man," citing that event in his long and varied life which they thought deserved to be called a great one. Prizes were also offered for the best essay or rhyme on "Washington the Patriot and General," and also on "Washington the Patriot and Statesman."

This idea is carried out in each number; the November number is a "Thanksgiving Number."

The type-setting necessary has trained a score of scholars in that useful art and led to a decided improvement in punctuation and spelling. The editing and correspondence have trained practically the critical power of the editresses and developed habits of self-reliance and quickness of thought.

The distribution of 1,000 copies every month to 40 or 50 different classes in 3 schools has taught the scholars system, accuracy, and correct business habits. The necessary accounts furnish admirable lessons in bookkeeping for which they are utilized by the teachers of the higher grades. The constitution of the Editing and Managing Board was drawn up in imitation of the constitution of the United States and formed the subject of a lesson in constitution making by the editing teacher.

These scholars "learn by doing;" express their thoughts, criticise faulty English, keep accounts, make constitutions, debate the policy of its management, and account for the cash received and expended; being trained in correct habits all the way through.

At first, it is true, the burden upon the two teachers in charge was a heavy one; but after two years of devoted, patient labor they feel amply repaid by the improvement and interest occasioned by their little sheet and its work. They see the good it has done, and feel that the outlay of time, money, and patience has been amply repaid.

The library, the well-appointed press and composing room, and a cash surplus are visible signs of the success of *Our Own*.

The improvement of the scholars in English, their increased interest and enthusiasm, and their pride in their paper are evident to all.

The teachers can congratulate themselves upon having introduced into 3 schools an efficient help that lightens the labor of every teacher and scholar in them, besides giving a mental stimu-

lus and a preparation for the practical duties of life to be obtained in no other way.

"How far can these ideas be applied in my class?" asks the reader. "I have no press and no type and cannot afford to buy them." It is true that without the special advantages of a press and type, all the funds would have gone toward paying printer's bills; but in these days a hektograph or cyclostyle is so cheap that any teacher who wants to, can get out a school paper, and, once tried, they will find it a factor in the school the influence of which cannot be over-estimated. Indeed, I think every teacher of the higher classes ought once a month, at least, to allow the scholars to bring in articles, editorials, etc., for a class paper, appointing editors to receive and correct the material, and then take one hour for reading the contributions; let the scholars choose their own subjects and encourage them to write about subjects within their own experience.

## What the Soldiers Fought For.

By MRS. HARRIET A. CHEEVER, Stanley, N. J.

Oh, strew their graves to-day  
With fairest flowers!  
Their trials all are past,  
They wait the last triumph's blast,—  
Their victory ours.  
Bring of the blossoms of the opening year,  
Sweet promise of the life that shall appear,  
And deck their graves to-day.

—E. L. Robbins.

It was very quiet in room No. 6 of the grammar school of Northport. The bell for dismissal had been touched somewhat earlier than usual, and desks had been cleared of books, pens, and pencils with surprising alacrity.

When Miss Carlton was about to address her fifty pupils of boys and girls, she spoke easily, affectionately; much as a mother would speak to her children. So now with marked absence of anything stiff or stereotyped in speech or manner, she began in a soft, winning voice:

"My dear children, it would be quite needless for me to ask how many of you know what important anniversary occurs to-morrow. You would with one voice exclaim, 'Memorial Day!' And that you may regard this as something more than a mere parade day, when marching men, bands of music, and an exhibition of flowers hide something of the real meaning of the occasion, I want to tell you of a lad I first knew when he was about the age most of you are now.

"There was nothing remarkable about this boy as to scholarship; he was neither rich nor poor; classing him among boys and girls in general, he occupied the place in the community a volunteer would occupy in an army as a private, merely one of the rank and file.

"But at one time there was to be a picnic in the village, and as it was a young folk's affair, it was thought best to let them manage it themselves, the parents agreeing to provide an ample dinner.

"When the question of what they should drink came up, this boy, whose name was Warren, said his mother would lend them a famous great pitcher which had held lemonade on more than one public festive occasion.

"But another boy, Roland by name, said his father would let them take an old Revolutionary tankard, which had been used repeatedly at meetings of his club, and in which they could have some lemon shrub.

"This stirred up a question wherein the principles of the young people were so divided it became necessary to vote as to which should be used, the great pitcher with its harmless lemonade, or the old tankard with its shrub and hidden serpent lurking within. One or the other was to be ruled out.

"Children, what was this serpent?"

A prompt cry of 'Alcohol!' satisfied the teacher the pupils were listening with attention and interest to what she was saying.

"I tell you this to begin with," she went on, "to impress what my young friend said when accused of being selfish in the matter, and wanting to have his own way; for I am happy to say the pitcher was ruled in, and the tankard voted out. Said he:

"I don't care a fig but for the right and wrong of the thing! So far as the mere question of lemonade or shrub, pitcher or tankard, is concerned, apart from the good or bad part they play, I wouldn't have lifted my voice in a whisper for or against either. Then he added with a wisdom beyond his years:

"I think the principles of we young people were tied up in this matter, and as I'm a free boy, in a free land, I'm bound to stand by what I've been taught is right!"

"Years afterwards, when Warren had grown to manhood, there arose a mighty question of right and wrong in the land he loved. In one sense it was the old question over again, pitcher or tankard, freedom or thralldom! Was the beloved old flag to be retained and respected as our National emblem, or was another to be reared aloft, the standard of a divided land?"



"Here was a disputed matter to be settled by the men and women at large. For I consider," and Miss Carlton turned toward the girls, "that women in an indirect way wield a fair share of influence in nearly all the most important affairs of the nation.

"How should you feel, any of you, if I planted an American flag, the dear old Stars and Stripes, you know, out here on the play ground, and a party of boys and girls from Southport came up, and tried to pull it down with no better object than mere mischief? I repeat, how would you feel about it?"

Charlie West doubled up his fist, and brought it down on his desk with a bang. Will Cook held his hands curved one before the other in front of his face, and closed one eye in exact imitation of a marksman taking deadly aim. Other boys squared about as if in the act of obeying marching orders, while the girls waved their handkerchiefs to cheer the boys on.

"There, that will do;" said Miss Carlton smiling. "I only wanted to show you how quickly even boy and girl patriotism would assert itself, once anything called it forth.

"In the sad struggle of which I have spoken, Warren went forth to do a man's part on the side of what to him was the right. I just asked what your action would be, if from no other spirit than one of mere mischief, our flag was assaulted; and your attitude showed promptly the war-like spirit the question stirred within you.

"The great questions which came up for settlement at the time of the war were to be fought out in a long, piteous struggle, never to be forgotten. It cost thousands and thousands of precious lives. It cost Warren his. But even young, cheery life was willingly yielded up in defence of what these men held to be sacred obligations; the preservation of an unbroken Union, a land of freedom for all, and above all the maintenance of the right!

"At Arlington, the great National Cemetery of Virginia, are long rows of graves marked "unknown;" yet enough of each hero is there revealed to make his fame immortal. Dying in defence of true principles, they are all well known to the Lord of Battles.

"Now what I want to impress most deeply on your minds, dear children, and what I want you to think of to-morrow, is, that the men of the Grand Army of the Republic, and now their sons also, march to the graves of comrades who during or since the war have left their ranks forever, to do honor to their loyalty, their patriotism, their sufferings and their sacrifices, in upholding and preserving the simple right. Your turn may come!

"You, my dear boys and girls, are to be the future men, women, and patriots of our dear land, and must choose in what way you will serve your day and generation. Choose wisely.

"I have told you of a lad, who, faithful to his best convictions as a youth, remained so to the end. With hearts full of true patriotism, full also of charity and forgiveness for those who saw duty in a mistaken light, and with a fixed determination to always strive to battle for the right, as our soldiers did, I want you all to appreciate and enjoy the best lessons of Memorial Day."



## Supplementary.

### Scenes from "Hiawatha."

The following suggestions for portraying half a dozen scenes from Longfellow's picturesque poem are given only in very brief outline; the idea being brought to the teacher's attention it depends upon the resources of the place, how and where to develop and amplify. Almost every school, however, could have the loan of costumes and articles needed to complete the effectiveness of the tableaux. In the West, where *THE JOURNAL* is so largely read, there are many homes that can contribute Indian relics, armor, and dresses for a school performance. As a help to details, the teacher should study pictures and illustrations of Indian life. The new edition of "Hiawatha," illustrated by Frederick Remington, will give valuable hints. Pupils will take a great interest in studying the poem preparatory to giving the tableaux from it; the best reader should be chosen to read aloud the portions given as descriptive of each scene just before the curtain is drawn.

A background of branches of trees to represent a forest will serve for each picture; a wigwam should be added in numbers 4, 5, and 6. As there is little or no change in the scenery, the pictures can be shown rapidly, and form a part of an afternoon or evening entertainment.

The reader begins with

#### 1. THE PIPE OF PEACE.

"On the mountains of the prairie,  
On the great red pipe-stone quarry,

and ends with,

"In the smoke that rolled around him,

The Pukwana of the peace-pipe."

The curtain is then drawn, and twelve boys are seen standing in a semi-circle in Indian costume. There should be enough variation in their garb to show they belong to different tribes. Head-dresses of feathers may be constructed by the boys themselves; bows and arrows, and other articles that belong to Indian life borrowed or hired for the occasion.

#### 2. CHILDHOOD OF HIAWATHA.

Begin to read at the words,

"By the shores of Gitche Gumees  
By the shining Big-Sea-Water,"

and end with

"Talked with them whenever he met them,  
Called them 'Hiawatha's brothers.'"

One of the smaller boys impersonates Hiawatha in this scene, dressed as an Indian child. His grandmother, Nokomis, wears the dress of an old squaw. She is seated on the ground with Hiawatha near her in a listening attitude.

#### 3. HIAWATHA SHOOT THE DEER.

The reader begins,

"Then Iagoo the great boaster,  
He the marvelous story-teller,"

and concludes with,

"All the village came and feasted,  
All the guests praised Hiawatha."

Hiawatha is a little older than in the preceding scene, and he may be represented by a taller boy. He stands in the center with one knee bent and his bow strung. If the stuffed head of a deer with antlers can be obtained, it should be fastened among the branches of the trees, where it is visible to the audience.

#### 4. THE ARROW-MAKER AND HIS DAUGHTER.

The reading begins with the lines,

"Homeward now went Hiawatha;  
Pleasant was the landscape round him,"

and ends with,

"Not a word he said of arrows,  
Not a word of Laughing Water."

A wigwam is placed at one side. (This may be constructed with three poles fastened at the top and covered with fur rugs. It is easily moved and set up.) Minnehaha and her father are seated near it. The latter has piles of stones near him, and is bending over them as if polishing them for arrow-heads. Minnehaha is busy with a wooden bowl and chopping knife. Her costume can be made of some bright, coarse woolen material; necklaces and bracelets are around throat and wrists, and her hair is loosened and hangs down on her shoulders. A dark-eyed, black-haired girl should be chosen for the part of Minnehaha.

#### 5. THE WOOING.

The reading begins with the lines,

"Thus departed Hiawatha  
To the land of the Dakotahs,"

and concludes with,

"Give me as my wife this maiden,  
Minnehaha, Laughing Water."

The arrow-maker stands beside his wigwam. Hiawatha is holding Minnehaha's hand to lead her away. The entire chapter of the "Wooing of Hiawatha" may be read if there is no desire to shorten this scene.

#### 6. THE WEDDING-FEAST.

The lines.

"Sumptuous was the feast Nokomis  
Made at Hiawatha's wedding,"

to,

"Mixed with bark of the red willow  
And with herbs and leaves of fragrance,"

Describe the surroundings for the final tableaux. As large a company of boys and girls as can be mustered should participate in this scene. There should be the effect of high feasting, and Hiawatha and Minnehaha should be distinguished by gay and more elaborate costumes than the others. The wigwam should be placed at the back, among the branches of trees, and the whole company appear in a festive mood.



### A Boy's Opinion of Grandmothers.

Grandmas are awful nice folks—

They beat all the aunts you can find:  
They whisper quite softly to mammas  
"To let the boys have a good time."

I'm sure I can't see it at all,  
Whatever a fellow would do  
For apples and pennies and candy  
Without a grandma or two.

Grandmas have muffins for tea,  
And pies a whole row in the cellar,  
And are apt, if they know it in time,  
To make chicken pie for a "feller."

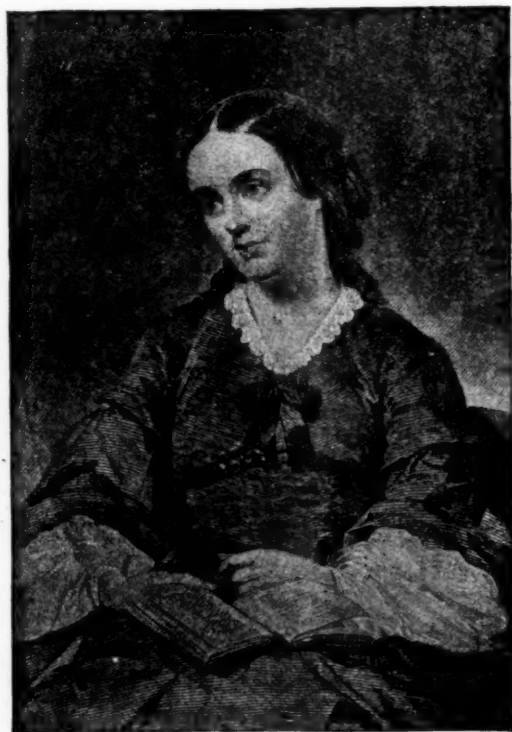
And if he is bad now and then,  
And makes a great racketing noise,  
They only look over their specs  
And say, "O, boys will be boys!"

Quite often, as twilight comes on,  
Grandmas sing hymns very low  
To themselves, as they rock by the fire  
About heaven and where they shall go.

And then, a boy stopping to think  
Will find a hot tear in his eye  
To know what will come at the last,  
For grandmothers all have to die.

I wish they would stay here and pray,  
For a boy needs their prayers every night;  
Some boys more than others, I s'pose.  
Such as I need a wonderful sight.

—Selected.



*M. Fuller*

(From the "Portrait Gallery of Eminent Men and Women.")

(May 23, 1810.—July 16, 1850.)

Margaret Fuller, one of the foremost of American women, was the eldest child of a Cambridge lawyer. The family were in moderate circumstances, but they moved in the best society in Cambridge and possessed much culture and refinement. Mr. Fuller was anxious to give Margaret the same education that boys had, and he taught her himself. When she was only six years old, she had made some progress in Latin.

She grew up a very studious girl. This is a specimen of her day's work when she was fifteen. "I rise a little before five," she writes, "walk an hour, and then practice on the piano till seven, when we breakfast. Next, I read French—Sismondi's 'Literature of the South of Europe,'—till eight; then two or three lectures in Brown's philosophy. About half-past nine I go to Mr. Perkins' school and study Greek till twelve, when the school being dismissed, I recite, go home, and practice again till dinner at two. Then, when I can, I read two hours in Italian."

A few years later we find her studying as hard, and teaching to

The above cut is from "Girls Who Became Famous," published by T. Y. Crowell & Co.

help bear the expenses of the family. The father died suddenly, leaving but little property, and Margaret gave up a longed-for trip to Europe, and began to teach in the Boston schools. She taught for two years in Providence, then returned to Boston, where she began a series of "conversations," upon art, literature, and politics. These meetings were attended by the most cultured ladies in Boston.

She next turned her attention to journalism. For four years she edited the *Dial*, a philosophical magazine, receiving only two hundred dollars a year for her work. During this time she published two translations from the German, a book of travels, called "Summer on the Lakes," and her "Woman in the Nineteenth Century." In 1844 she went to New York at the invitation of Horace Greeley to take the place of literary critic on the *New York Tribune*.

A little later came another opportunity to visit Europe. In England she met Wordsworth, Carlyle, and other literary people. After a while she reached Italy, the country she most longed to visit. She settled down to hard work at Rome, having for her friends the Brownings, the Storks, Mrs. Jameson, and others.

It was at the time of the Italian struggle for unity. Margaret, like all Americans, sympathized with the party that favored a republic. Mazzini was their leader, and he was a personal friend of Margaret. She went into the hospitals and nursed the sick and wounded, and the poor soldiers called her "the saint." Meantime Margaret had married Marquis Ossoli, a young Italian patriot. After the fall of Rome there was nothing left for them but exile, and they decided to come to America. Margaret had been writing a history of Rome during this stormy time, and she wished to publish it in the United States. She, with her husband and child, sailed from Leghorn in May, 1850. After a stormy two months' voyage, they reached the Jersey coast. A storm arose during the night, and the ship was driven on the rocks. For hours the passengers were in great danger, then the ship sank. A few of the passengers reached the shore, but Margaret, her husband, and child were lost, and their bodies were never recovered. The book that was ready for publication was lost also.

Many women have done more than Margaret Fuller; she is remembered chiefly by what she was. Her influence was always ennobling, and many people were helped by her example. She was an unselfish sister and daughter and friend. The roll of American women holds no worthier name.

### The Lilac.

"The sun shone warm, and the lilac said,  
I must hurry and get my table spread,  
For if I am slow, and dinner is late,  
My friends, the bees, will have to wait."

So delicate lavender glass she brought,  
And the daintiest china ever bought,  
Purple tinted, and all complete;  
And she filled each cup with honey sweet.

"Dinner is ready!" the spring weed cried;  
And from hive and hiding, far and wide,  
While the lilac laughed to see them come,  
The little gray-jacketed bees came hum-m!

They sipped the syrup from every cell,  
They nibbled at taffy and caramel;  
Then, without being asked, they all buzzed:  
"We will be very happy to stay to tea."

—Selected.

### A Riddle.

By LETTIE STERLING, Highland, N. Y.

I went out into the fields—  
'Twas in early Maytime—  
There I saw a host of stars  
Shining in the daytime.  
All of them gave yellow light  
And on stems were growing.  
O, they twinkled merrily  
When the wind was blowing!

I went out into the fields—  
It was late in Maytime—  
There I saw some round full moons  
Shining in the daytime.  
They were fleecy, silver balls  
That on stems were growing,  
But they changed from "full" to "new"  
When the wind was blowing.



## The Educational Field.



John Herbert Phillips, Ph.D.

Dr. Phillips was born in Covington, Ky., in 1853. He received his elementary education in common schools of Ohio and began teaching in country schools in that state in 1871, and graduated with honors in 1880 from Marietta college.

He was at once elected principal of the high school at Gallipolis, Ohio, where he remained three years, resigning that position to accept the work of establishing the present public school system of Birmingham. It was a herculean task to undertake this in the rapidly growing and cosmopolitan city of Birmingham, which, at that time was destitute of suitable buildings, and with less than a dozen teachers, none of whom were fitted by special training for their work. He has brought system out of confusion, and so gained the confidence of the board of education, and of the city council and the public generally, that he rallied all these to his support in the erection of large and elegant school buildings, and in securing a corps of well trained and successful teachers, so that the public schools of Birmingham are not only the special pride of the city but of the state.

Dr. Phillips is a man of superior intellectual capacity, a hard worker, and possesses a discriminating judgment. He has rare self-possession and great individual force of character. He is a school man in all that the term implies. He is wise in the adoption and use of methods, ever ready and seeking to adopt the very best; hence he is aggressive without being erratic, a safe reformer and guide in educational methods.

### Arbor Day Celebration at Elmira, N. Y.

Principal W. H. Benedict, of school No. 2, Elmira (N.Y.), had a most interesting program on Arbor day. At the close, interesting letters to the school were read from well known officials and authors. The following extracts from these letters are characteristic of the writers:

"Men can build beautiful houses, but God only can build trees."

JAMES F. CROOKER (State Superintendent, N. Y.)

"The study of trees, shrubs, and flowers is healthy to body, mind, and soul."

N. H. EGGLESTON (Forestry Division).

"Ask the boys, if they love me, to water my tree and see that it grows. I have found that young trees need as much care as young people do."

EDWARD EVERETT HALE.

"When you plant trees and name them for authors, remember it is not enough to know about literature, but to know literature itself."

EDWARD EGGLESTON.

"Plant oak—not only in trees but in these principles that stand the waves and the storms and that last with the centuries."

HEZEKIAH BUTTERWORTH.

"It is a grand thing to plant a tree for a name; to call it for any one who has been to us a strength, a shelter, a comfort, a rest, a delight."

ADELINA D. T. WHITNEY.

"Please say to your pupils that I heartily enter into their plans, and trust that the tree which they propose to name for me will be as a blessing and a benediction to themselves and to those who shall come after them."

CHARLES CARLETON COFFIN.

"My feeling with regard to trees is one of reverence, as well as affection, and I often think if humanity would take a lesson from the patient persistence of purpose shown by a tree, the race would be greatly improved."

CELIA THAXTER.

"I think it is a very gracious and becoming service on the part of the young generation, to do what they can to remedy the over haste and zeal of their forefathers in the destruction of forests."

JULIA WARD HOWE.

"When we plant a tree, what a process we set going! We tap the earth, as it were, and slowly uprisings a green fountain of beauty, of usefulness, of power.

If I may choose my tree, plant me a linden, that the bees may reap a harvest in my branches, and the cattle and the boys and girls delight in my broad clear shade."

JOHN BURROUGHS.

"To have a vigorous oak, or elm, or pine, or maple, or any forest tree growing in memory of me, is fame enough for me, who have always so much loved the woods and the outdoor air."

MAURICE THOMPSON.

"May all your trees flourish, and all your boys grow up like young oaks, strong, well-rooted, and of good to the land."

FRANK STOCKTON.

"To cause children to plant their minds with ideas of good writers at the same time that they are planting the school grounds with trees, is a happy thought. Good writers are as favorable to fertility of the mind as are trees to that of the land."

JULIAN HAWTHORNE.

"I trust that making the utmost, both of yourselves and your opportunities you may be like a tree planted by living waters."

ELIJAH KELLOGG.

From Lord Alfred Tennyson, poet-laureate of England:

FARRINGFORD, FRESHWATER.

*Isle of Wight, April 12, 1892.*

"SIR.—If you will do me the honor of impersonating me like a Dryad in a tree, I trust that I shall grow well and be a credit to my planter."

Faithfully yours,—TENNYSON."

A committee has been appointed by the Boston school committee to carry out the plan under discussion for some time, to introduce art into the school-rooms in the form of ornamentation of school walls. It is proposed to place in every room engravings, etchings, photographs of fine buildings, paintings, and casts. The object of this is to cultivate a love of beauty and a familiarity with the best in art while in the most impressionable age. When once the eye is trained to know the best, inferiority will not be accepted or tolerated.

The Public School Art League of America has proposed to decorate various public school-rooms in Boston and the offer has been accepted by the board, who consider that the high character of the names which represent the league is a sufficient guarantee that the work will be well done.

Among those interested in this movement is the Rev. Edward Everett Hale, who writes thus:

To the Editor of THE SCHOOL JOURNAL: The interesting part of the movement in Boston is that it begins with the artists, and those artists of real distinction, who are so much occupied that they might well excuse themselves for failing to interfere in such matters.

A number of these, gentlemen of the highest rank in the profession, have asked leave to take a single school-house and arrange its decoration in such a way as they like. Of course this means that the works of art to be placed there are good, and that they are to be placed there upon some system. It means that the school-house is not to be given over to the gift of a few lithographs or photographs or poor chromoliths, but that the pictures are to be really selected, and are to be such as will be of real value to the pupils.

I am glad to see the interest of your journal in the subject.

Truly yours,

EDW. E. HALE.

At a late meeting of the Boston school board, an order was given granting permission to a physician in Brookline to take impressions in wax of the teeth and mouths of 1000 children of the Boston public schools after obtaining written permission of their guardians. The process is that of placing softened modeling wax against the teeth, thereby receiving an impression. This investigation is claimed to be on scientific ground, to ascertain the general relation of the roof of the mouth and the arrangement of teeth as compared to the general physique of the person, their age, sex, &c. Some amusing things were said in the discussion of this subject, one objecting member of the board prophesying that the next request would come from a chiropodist, "in the interests of science." But the order "passed" and the examination will take place after school hours.

The public school children of New Orleans celebrated "Founder's Day" on May 6, in memory of John McDonough, the miser-millionaire of New Orleans, who, misunderstood and scorned, practiced self-denial all his life, and at last made the magnificent bequest of the public school buildings to the city. All that he asked in return was "that the little children of the public schools should come once a year and plant and water a few flowers above his grave." The exercises in observance of the day were elaborate and embraced the entire city, which claims twenty-eight handsome McDonough schools, representing \$1,000,000 in value. In all the schools collections were taken up for the purpose of erecting a public testimonial in the shape of a monument to the great public school benefactor.

At a recent meeting of the Brooklyn Kindergarten Association, Rev. Dr. Lyman Abbott was present and heartily endorsed the kindergarten as the one thing needed to stop the great increase in pauperism and crime. "We have recovered," he said, "from the old idea that children should be left to the care of the devil until they are in their teens and then converted, and have taken up the idea that they should be cared for from childhood, so that they will need no conversion." President Low, of Columbia college, declared the kindergarten to be an invaluable agency in giving a child an earlier and a better start in life, and its adoption to be of the utmost importance to New York and Brooklyn.

At the annual founder's day exercises, and fifty-third anniversary of the establishment of Rutgers Female institute in New York, Dr. Charles E. West, the venerable educator of Brooklyn, made some interesting statements, among which was the following:

"Without any desire of boasting I think it is now generally conceded that

Rutgers Female Institute was the pioneer for the higher education of women. It was there the experiment of introducing the study of the higher mathematics was successfully made. It was there the fact was established that the female mind was competent to grapple with the difficulties of abstract science. It was there demonstrated that the principles of the human mind, whether in man or woman, are the same or are susceptible of like cultivation. At the time we began our work in New York a college for women had not been thought of. It would not have been possible to interest people in such an enterprise. There was no Vassar, no Smith, no Wellesley. It was only two years ago that Vassar, the oldest of the colleges excepting Rutgers for the education of women, celebrated its twenty-fifth anniversary. Fourteen years later, in 1871, Smith and Wellesley each graduated their first class. There were no annexes for women in any of the colleges. It was an afterthought with Harvard and Columbia, forced upon them by public opinion. In England there was no further advance.

Dr. West estimated that there are now in American colleges and universities 48,000 women pursuing collegiate studies and several thousands who have taken degrees.

The senior class of the California, Pa., state normal school recently enjoyed a delightful excursion to Washington City. The party, which numbered above forty, was chaperoned by Dr. Noss, principal of the school, and Miss Downer, the critic teacher. Three days were spent at the capital in visiting the numerous places of interest. Among the many pleasant incidents of the trip the class will long remember the kindness shown them by various prominent men. President Harrison courteously received the party at the White House. Postmaster-General Wanamaker cordially greeted the visitors and addressed them in a brief speech. Senators Cameron and Quay met the party by appointment in one of the Senate committee rooms, and afterwards had them conducted to the reserved gallery to observe the proceedings of the senate. The class were also very kindly received by Dr. Harris and others at the bureau of education, and were shown through the various rooms of the building. They listened with interest to some remarks by Dr. Klemm, exhibiting certain phases of educational work in this country and abroad. The trip was made in a special car furnished by the B. & O. R. R. Co. While in Washington the party were guests at the Ebbitt House.

Among the corps of lecturers selected for the new University Extension Seminary, to be opened in Philadelphia next fall, is included Dr. Phillips, of the normal school, West Chester, Pa. The object of this seminary is to train men for lecturers in the university extension field.

### Martha's Vineyard Summer School.

The little book usually known as a "circular" with its artistic white satiny covers, announcing "The Fifteenth Annual Session of the Martha's Vineyard Summer Institute," has silently dropped upon the editorial desk. Before the first leaf is turned the eye is caught by ocean-waves, summer-piazas, boats, bathing, and a general restful vacation look of the pictured scene at the Vineyard; to go between the covers, is to find the whole educational United States divided up into departments. Well-known names of leaders are everywhere; the only question will be at which table to sit and to which host to do loyal service. But, wherever one is located at this summer banquet the genial influence of the master of ceremonies, Dr. William A. Mowry, will be plainly recognized. This institute has now been under his guiding hand for a series of years. During his efficient presidency, the school has had a remarkable growth. Last year it numbered more than 600 members, from all parts of the Union. It has been called "the largest, the oldest, and the broadest" of the summer schools for teachers. It was founded in 1878, and has had a phenomenal success. It has a commanding position on the "Highlands," at Cottage City. In respect to buildings, equipment, boarding accommodations, and every advantage, it presents superior advantages. Its forty instructors include many of the most eminent instructors and best known educators in America. Its courses of study embrace a school of methods, which is especially superior, departments of elocution and oratory, the languages, mathematics, sciences, drawing, history, literature, civil government, microscopy, music, painting, physical culture, sloyd, and a Bible school.

The next session begins July 11, and continues three weeks for the methods and elocution, and five weeks for most of the academic departments. Sixty pages of detailed information, concerning outlines of work in all the departments, advantages offered, railroad reductions, tuition, club and combination rates, board, rooms, etc., may be obtained by addressing the president, Dr. William A. Mowry, Salem, Mass.

Vivian Burnett, the original of *Little Lord Fauntleroy*, is starting a new printing press in the service of publishing his mother's new novel, in which she describes her personal experience in an experiment to help the London street boys. The book can be had of no one but the young publisher, and not every mother has a press, publisher, and bookseller in the boy of her own household.

The primary, grammar, and high school grades will all be planned for in the Commencement (June) number of *TREASURE TROVE*. If you wish to make an attractive program for closing exercises, order extra copies of this number. Write early. 12 copies for 50 cents; 25 copies for 75 cents

### New York City.

The board of education in this city are discussing the establishment of a number of kindergarten schools in connection with the public school system of the city. One commissioner opposed a resolution which had been offered to the effect that such schools be established, on the ground that it would involve an expense of \$3,000,000 to the city, and that it was an outrage to take children from their cradles and "cram grammar down their throats." Strange to say that the opening statement of that gentleman that he did not know the meaning of kindergarten, was not taken seriously. How could it have been doubted?

The annual report of the Teachers' Mutual Benefit association of this city gives encouraging facts. During the past year 124 members were admitted, making the total membership 1,981. During the year \$17,914.06 was paid to annuitants.

The report states also that quite a number of teachers have availed themselves of the amendment to the constitution that allows them to pay back dues in instalments. Attention is also called to the fact that after Jan. 1, 1893, applicants for membership who have taught more than three and less than fifteen years must pay all back dues in one sum at the time of admission to membership.

### Educational Associations.

National Association, Saratoga Springs, July 12-15. E. H. Cook, Flushing, N. Y., Pres.; R. W. Stevenson, Wichita, Kan., Sec'y.  
 Pennsylvania State, Beaver Falls, July 5, 6, 7. Dr. E. O. Lyte, Millersville, Pres.; Supt. J. M. Reed, Beaver Falls, Sec'y.  
 Southern Educational Association, Atlanta, Ga., July 6-8. Solomon Palmer, East Lake, Ala., Pres.; Eugene G. Harrell, Raleigh, N. C., Sec'y.  
 Southern Illinois Teachers' Association, Effingham, Aug. 23, 24, 25. M. N. McCartney, Mound City, Pres.  
 Texas State Teachers' Association, Houston. One week, beginning July 6.  
 Kentucky State Teachers' Association, Paducah, June 28, 29, 30. C. H. Deitrich, Hopkinsville, Pres.; R. H. Carothers, Louisville, Sec'y.  
 Educational Association of Virginia, Bedford City, July 20-23. State Supt. Massey, Pres.; J. A. McGilvray, Richmond, Sec'y.  
 American Institute of Instruction, Narragansett Pier, Ray Greene Huling, Fall River, Mass., Pres.; Augustus D. Small, Allston, Mass., Sec'y.  
 Missouri State Teachers' Association, Pertle Springs, June 21-23. W. J. Hawkins, Nevada, Pres.; Supt. A. L. Whittaker, Kirkwood, Sec'y.  
 Tennessee State Teachers' Association, Tullahoma, July 26, 27, 28. Supt. H. D. Huffaker, Chattanooga, Pres.; Prof. Frank Goodman, Nashville, Sec'y.  
 Illinois State Teachers' Association, Springfield, Dec. 27, 28, 29. George R. Shawhan, Urbana, Pres.; Joel M. Bowiby, Metropolis, Sec'y.  
 Kansas State Teachers' Association, Topeka, Dec. 29, 30, and 31. J. E. Klock Leavenworth, Pres.; Miss Ida M. Hodgson, Lyons, Sec'y.  
 Georgia State Teachers' Association, Atlanta, July 4-6. Euler B. Smith, La Grange, Pres.; J. W. Frederick, Marshalltown, Sec'y.  
 Northern Illinois Teachers' Association, Ottawa, April 29, 30. Marvin Quackenbush, Dundee, Pres.; Miss Kittie Reynolds, Aurora, Sec'y.  
 Arkansas State Teachers' Association, Mt. Nebo, June 28.  
 West Virginia, State Teachers' Association, Grafton, July 5.  
 Virginia State Teachers' Association, Bedford City, July 30. J. A. McGilvray, Richmond, Sec'y.  
 South Carolina State Teachers' Association, Columbia, July 19. L. W. Dick, Darlington, Sec'y.  
 Louisiana State Teachers' Association, Ruston, June 22-24. Thos. D. Boyd, Natchitoches, Pres.; A. C. Calhoun, Baton Rouge, La., Sec'y.  
 Kentucky Colored Teachers' State Association, Henderson, Ky., July 19. W. H. Mayo, Frankfort, Pres.; A. H. Payne, Hopkinsville, Sec'y.  
 North Carolina State Teachers' Association, Morehead City, June 30. E. G. Harrell, Raleigh, Sec'y.  
 Maryland, Blue Mt. House, July 6. Albert F. Wilkerson, 1712 W. Lombard St., Baltimore, Sec'y.  
 Texas State Teachers' Association, Houston, June 29, 30-July 1. J. M. Carlisle, Austin, Pres.  
 Texas State Superintendents' Association, Houston, June 28.

### SUMMER SCHOOLS.

National Summer School, Glens Falls. Three weeks, beginning July 19.  
 Martha's Vineyard Summer Institute. Begins July 11. W. A. Mowry, Pres., Salem, Mass.  
 Callanan Summer School of Methods, Des Moines, Iowa, July 6-31.  
 Chautauqua Literary and Scientific School, Chautauqua, N. Y., July 30-Aug. 26. John H. Vincent, Chancellor.  
 North Texas Summer School, Fort Worth, July.  
 Harvard University, Summer Courses. Vocal training and expression. Five weeks, beginning July 16. Instructor in charge, S. S. Curry.  
 Harvard Summer School of Botany, Botanic Garden, Cambridge, June 30-Aug. 3.  
 Montana Summer School of Normal Methods, Helena. Three weeks, beginning June 13. Write to Supt. R. G. Young, Helena, for particulars.  
 Marine Biological Laboratory, Wood's Holl, Mass. Seven weeks, beginning May 6. Dr. C. O. Whitman, Director.  
 Amherst Summer School of Languages. Five weeks, beginning July 4. Address Miss W. L. Montague, Amherst, Mass.  
 Natural History Camp for Boys. Wigwam Hill, Lake Quinsigamond, Worcester, Mass. July 6-Aug. 31. Address Dr. W. H. Raymondton, Worcester, Mass.  
 Summer School of Pedagogy, Clark University, Worcester, Mass., July 18-30. Address Dr. G. Stanley Hall, Worcester, Mass.  
 School of Applied Ethics, Plymouth, Mass., July 6-Aug. 17. Address the secretary, S. Burns Weston, 118 S. 13th St., Philadelphia, Pa.  
 Summer Training School for Teachers, Coronado Beach, Cal., July 25-Aug. 15. Harr Wagner, San Diego, Cal., Pres.  
 Grove, Cal., School of Methods, July 1-15. Supt. Will S. Monroe, Pasadena, Manager.  
 Cornell University Summer School, Ithaca, N. Y., July 7-Aug. 18. Prof. G. W. Jones, 17 Stewart Ave., Ithaca, N. Y.  
 Summer Training School of Kentucky State Normal, Lexington, Ky. Six weeks, beginning June 6. Address Ruric N. Roark, Lexington, Ky.  
 Kentucky Chautauqua, Woodland Park, Lexington, Ky., June 26-July 8. Address Chas. S. Scott, Lexington, Ky.  
 Western Summer School of Kindergarten and Primary Methods. June 28-July 22. La Porte, Ind., E. Elizabeth Hailmann, La Porte, Ind., Sec'y.  
 Mountain Lake Park (Md.) Summer School, Aug. 2-23. Dr. Wilbur L. Davidson, Cincinnati, Superintendent.  
 Minnesota University Summer Training School, St. Paul. Four weeks, beginning July 27. Address Supt. Kiehle, St. Paul, Minn.  
 Chautauqua Assembly, Madison, S. D. July 1-21.  
 Sea-Shore Normal Institute, Martha's Vineyard (West Chop). Four weeks, beginning July 12. A. E. Winship, Boston, Mass., Pres.; R. H. Holbrook, Lebanon, Ohio, Manager.



## Correspondence.

What is meant by "reciprocity" and with what nations have we now treaties of reciprocity? G.

The term reciprocity is applied to an arrangement whereby one nation agrees to grant certain commercial privileges in exchange for other privileges. For instance, in the case of Cuba flour, grain, meat products, etc., from the United States are admitted free, or at a reduced duty, to the island, and special privileges are given to their sugar and other trade. The reciprocity portion of the McKinley bill was inserted for the purpose of securing a market for our goods in the Central American and South American states. Treaties have already been made with Brazil and some of the Central American states. Mexico has recently expressed a desire for a treaty and Canada, that is shut out from a vast market by the tariff, would like to make an arrangement, but the other party (the United States) does not seem so willing. The recent arrangement with Germany, whereby the admission of American pork to that country was secured, might come under the head of reciprocity. It should be remembered that tariff legislation against a foreign nation means commercial war. The fact that we are willing to adopt freer trade relations with our neighbors shows we are getting to be more neighborly.

Please give the present members of the president's cabinet, and the office of each? QUERY.

James G. Blaine, secretary of state; Charles Foster, secretary of treasury; Stephens B. Elkins, secretary of war; Benj. F. Tracy, secretary of navy; John W. Noble, secretary of interior; Jeremiah Rusk, secretary of agriculture; John Wanamaker, postmaster-general; William H. H. Miller, attorney-general.

1. How many stars, and how many bars had the Confederate flag? 2. Why has the star five points? D. C. B.  
Indiana.

1. We do not know. Any ex-Confederate soldier would inform you. 2. The "stars and stripes" (American flag), was formerly adopted by resolution of Congress passed June 14, 1777. A Mrs. Ross, of Philadelphia, was asked to make a flag according to the plan they should produce. When the design was brought the stars were six-pointed. The lady suggested the stars should be five-pointed to which the committee agreed.

I should be greatly obliged to have a course of study marked out for me, that I might become a professional teacher. I read THE SCHOOL JOURNAL with growing interest, and feel I must advance in a comprehension of educational principles. C. Z.  
Texas.

To answer such questions as yours, which grew more numerous year by year, THE PROFESSIONAL TEACHER was published. The basis of THE JOURNAL demands, as you see and feel, is that the teacher shall know the principles underlying her work. THE PROFESSIONAL TEACHER gives the best help the world has to offer, beside attending the right kind of normal school; it is, in fact, a pedagogical school carried on by publishing appropriate materials, in book form. Send for a copy at once. You will say as many teachers do, "I see through my work now."

1. Why is not the United States included in the "International Postal Union"? 2. What is the origin of the American Eagle as a national emblem? C.

The United States, is, and always has been a member of the International Postal Union; in fact, the organization of the union was practically due to the labors of the United States post-office officials. (2) On account of its size, great strength, keenness of vision, and courage, the eagle is a fit emblem for any powerful and independent nation. At least one species of the eagle is peculiar to North America, and it is not unnatural that this bird should have been selected. A voluminous discussion, too lengthy to be summarized here, may be found in an issue of American Notes and Queries (Philadelphia), published about one year ago.

1. Would you require full sentences for every answer in all branches in the recitation in a common school? C. C.

A good thing can be carried too far. While it is a good general rule for the pupil to answer in complete sentences, "every answer in all branches" forced into this stereotyped method would become formal and tiresome. A good deal of common sense is needed in this matter, as in all other parts of school work.

The following questions were submitted to Dr. J. W. Redway, editor-in-chief of *Goldthwaite's Geographical Magazine*:

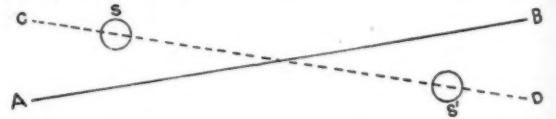
Is it possible for the explosion of a meteor 60 miles away from the earth to be heard? C. K.  
N. Y.

It is possible but extremely improbable. Even at the level of the sea it is rare that sound audible to human ears is conveyed a distance of sixty miles. The explosions attending the eruption of Krakatu were heard but little farther than sixty miles, and in this case the mass of air moved must have been many thousand times as great as that involved in the breaking of a meteor into fragments. Now inasmuch as the air at a distance of sixty miles from the surface of the earth has a tension probably less than one one-hundredth of an inch, the displacement sufficient to produce a sound audible to human ears, must of necessity be enormous. It is a possibility, but almost at the zero limit of probabilities.

Why, in the latitude of N. Y., is twilight shortest in winter? A.

From a careful study of the question I am unable to confirm the assumption that in this latitude the twilight of the winter season is measurably shorter than that of summer. Twilight is a term that practically includes phenomena due to two or more causes. First of all there is the twilight zone that is supposed to surround the circle of illumination. This zone is due to the refraction of light in passing through the earth's atmosphere. Rays of light passing through the air in a line that is approximately tangent to the earth's surface are bent towards the earth, and falling upon the latter at the outer edge of the circle of illumination extend the latter so that it covers a little more than a hemisphere. I am inclined to think that the twilight from this cause exists mainly in text-books, however; for, so far as a phenomenon of constant occurrence and recurrence is concerned, the law is honored more in the breach than the observance. Moreover, as the amount of refraction depends largely upon the amount of moisture and foreign particles in the air, the intensity of twilight must vary in different localities. In fact, twilight from this cause may be regarded almost as a local rather than a general phenomenon. Inasmuch, too, as there is considerably less moisture in the air during cold winter days, there might be an observable diminution of twilight in a place having a situation similar to that of New York.

There is another cause resulting in a twilight that is noticeable especially in high latitudes—namely, the angle at which the sun's



path cuts the horizon. In the accompanying diagram, AB represents the horizon, SS' the sun, and CD the sun's path. Notice that, in an hour's time, while the sun has moved through its usual arc of fifteen degrees, yet it is not more than half as many degrees below horizon if the distance be measured on the great circle that cuts the horizon perpendicularly.

Just which cause is the more potent in producing the twilight of this latitude, I am free to say I do not know. Perhaps some other reader of THE JOURNAL may be able to answer the question.

Why are not forenoon and afternoon of the same day, as given in the almanac, of equal length? C. L.

During parts of the year the sun is "fast;" at other times it is "slow." That is, at one time it reaches the meridian before the earth has revolved half the distance between horizons; at other times it does not reach the meridian until more than half the space is traversed. Thus, during the greater part of February the sun was fourteen minutes slow; from the 13th to the 17th of April it is on time; during the middle third of May it is four minutes fast; in the middle of June it is on time; during the last half of July it is six minutes slow; while in the latter part of October and the first half of November it is sixteen minutes fast.

For instance, on November 1, 1892, the sun rises at 6 h. 26 m. and sets at 5 h. 1 m., and 12 h.—(6 h. 26 m. + 16 m.) equals 5 h. 1 m. + 16 m., making allowance for fractions of a minute; that is, the time before noon is equal to the time after noon plus or minus the number of minutes given in the analemma for that particular date.

Possibly the reason for the query may be found in the fact that railway or "standard," and not meridian time is used throughout the United States. The central time belt is a very wide one and in several localities the difference between railway and true time is a little more than one hour, while differences of from thirty-five to forty-five minutes are by no means uncommon. In such cases the forenoon may differ from the afternoon in length by an hour or more.

The fact that Hood's Sarsaparilla, once fairly tried, becomes the favorite spring medicine, speaks volumes for its excellence and medicinal merit. Why don't you try it this Spring?

## Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year.

### BELGIUM WANTS UNIVERSAL SUFFRAGE.

Sixty years ago when Belgium separated from Holland the right of suffrage was only conferred on a small fraction of the population. There have been repeated strikes of workingmen because the government has steadily refused to confer the right to vote on every male citizen. Lately the chamber of deputies at Brussels has discussed the question. It is said that if King Leopold does not consent to the granting of universal suffrage his throne will be in danger.

### THE ANTI-CHINESE LAW.

The anti-Chinese bill agreed upon by Congress is practically an extension of the law now in force. It provides that there shall be a registration of all the Chinese laborers now in the country, no charge to be made for registration; any Chinaman entering the

country in violation of the law is to be imprisoned one year and then returned to China; pending action he is not to be released on a writ of habeas corpus.

### DESTRUCTIVE FLOOD IN THE TOMBIGBEE.

Our readers are well aware of the ravages sometimes made by floods in the Mississippi river and the Yellow river of China. Some smaller rivers are occasionally heard from. The late flood in the Tombigbee river left an area of devastation and death pitiable to contemplate. The river bottom was thickly settled with negroes, whose cabins, crops, stock, and families were swept away helplessly by the sudden rise and rush of the waters. The loss of life is variously estimated at from 75 to 250. For over thirty miles nothing but wreck and ruin meet the eye. Not a house, a fence, a bridge, a sign of life, is visible. Thousands of dead horses, mules, cattle, hogs, sheep and poultry, with here and there a human body, mark the track of the destroying freshet. Many of the people saved their lives by seeking refuge on the Indian mounds, which are numerous in this vicinity. Appeal is made for aid for the suffering people.

# HOME KNOWLEDGE

is all astray about scrofula. Pale, thin, delicate children are apt to be suspected of scrofula, when perhaps all they need is a more carefully directed life.

Your doctor is the one to judge for you, and to tell you how to get your child back to health.

Our knowledge of scrofula is becoming clearer. Ten years ago we did not even know the cause of it. We now know that both consumption and scrofula are produced by the growth of a germ. We have found the germ; identified it; one germ—the same one producing both consumption and scrofula. In consumption this germ is in the lungs; in scrofula it is in some other part of the body.

This deep and difficult knowledge is of no value to you; you cannot use it. It is of the greatest value to your doctor; he does use it.

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## New Books.

Prof. Joseph Baldwin, of the University of Texas, sends forth his volume in the International Education series, entitled *Psychology Applied to the Art of Teaching*, with the hope that it will be helpful to the great brotherhood of teachers especially those who have made no great advancement in the study of pedagogy. Assuredly he has taken great pains to make it such, devoting years of study to the subject along with his classes. First was taken up the study of the brain and its connections from the standpoint of the soul. Then in order to define such indefinite terms as "states of consciousness," "mental phenomena," "mental faculties," etc., he had his classes try to answer the question, "How do we gain sense-ideas?" Other questions requiring an answer were, "How do we educate sense-perception?" and "What does mental economy mean to you?" Such questions as these investigated by earnest classes of students yielded some very valuable results. When the reader learns that the combined fruit of these studies, revised and systematically arranged, is contained in this book he will see how well it suits the needs of those who wish to study psychology with special reference to their school work. The several parts of the book relate to the education of the perceptive, representative, thought, and will powers; and of the emotions, and to the art of teaching. Coming as the result of well-organized and persistent study the chapters have a definiteness and point not usually found in such works. One noticeable feature is the many diagrams, illustrating the brain and its operations. The many tree diagrams will naturally first attract the attention; especially the large one at the beginning of the first chapter showing the divisions of intellect, feeling, and will. The "Suggestive Study-Hints" scattered through the volume will add to the interest and show the student the most profitable lines of investigation. (D. Appleton & Co., New York.)

*A Day at Laguerre's and Other Days* is the title of a volume containing nine sketches by F. Hopkinson Smith. The choice of subjects is happy and on every page is evidence of the artist's trained eye and the experienced writer's fine discrimination in the use of words. "A Day at Laguerre's" gives us a glimpse of our own romantic Bronx river, and a picture of an exiled Frenchman's cosy home. Next we are transported to Venice where we view with the author the historic buildings, bridges, canals, etc., and are introduced to a typical gondolier. Constantinople, with its mixed and swarthy population, claims our attention in another sketch. Then we are taken to Spain, Bulgaria, and Mexico, and other places. The author's descriptions are accurate and vivid and his delineations of character interesting. Here and there are delightful bits of humor. The book is very readable; there is not a dull page in it. It is printed with wide margins, on fine paper, and is handsomely bound. (Houghton, Mifflin & Co., Boston and New York.)

Whitman is certainly the most unique literary character of the century. Much has been written in his praise and volumes in his detractor. Some would give him a free entrance to the temple of fame and others would deny that he has any claim to remembrance as a poet whatever. He must have some merit to cause so great a stir in the literary world, for, as one recently wrote, the public does not concern itself much with small men. He met the usual fate of one who tramples on all rules and precedents. He was an innovator as to poetical form, contemptuously calling rhymed stanzas "piano tunes." As the "poet of democracy" he wished to free himself from all such shackles. One can judge of the quality of his work from the little volume of 179 pages of *Selected*

*Poems* that has just appeared. It includes poems on nature, man, and self, interludes, "Drum Taps," memories of President Lincoln, old age, death, and immortality, "Leaves of Grass," etc. There is tenderness, pathos, love of nature, and, it must be admitted, much that is commonplace. Whitman undoubtedly had the soul of the true poet and one cannot but regret that he cast aside such a splendid vehicle of expression as rhyme and meter that has been perfected by so many generations of poets. It appears to us as if the mechanic should discard the steel tools of today and take up the stone and bronze implements of a barbarous age. Would we obtain half as much enjoyment from Shelley's "Skylark," for instance, in such a dress? Personally we like Whitman's poems best when the form is regular. "O Captain! My Captain!" is a grand lyric. "Pioneers! O Pioneers!" has the true ring. There are plenty of other pieces in the book that are touching and beautiful. The selections have been made with care, and the reader may here judge Whitman at his best. A handsome frontispiece portrait of the poet adorns the volume. (Charles L. Webster & Co., New York.)

The *New Tracing Course of Appleton's Standard System of Penmanship* is an admirable practical series for primary and intermediate grades. The system upon which these books are laid out has undergone the same evolution in pedagogical principles that all other successful text-books have in the last ten years. In fact, they are the product of the New Education. The leading motive is, that the pupil begins to realize his new knowledge of form by writing words that mean something to him, weaving them at once into language. The author, Lyman D. Smith, seems to be the first maker of copy-books who has recognized the truth that writing does not consist in making isolated letters and then isolated words. The lines of writing are not correctly learned by the single letter method. The introductory and final curves of a single letter are set aside for different lines the moment the joining process is taken up. In these Appleton books, each letter is shown singly once or twice and then woven with another into an easy word, thus learning the nature of the combining lines, which seems to be the true principle. Sentences which are nature pictures in language painting are given, which call the child's imagination into play. But the purpose of the copy drill stands out clearly on each page. The natural alphabet groups are shown and the development of the working principles of each group. Model drills for dry pen tracing are shown on the covers. A *Primary Movement Book* works all through the lower grades and initiates into the rhythmical swing of the arm. This system recognizes the value and importance of movement at every step and the practice of form is always associated with movement. We heartily commend these books to teachers everywhere. We understand that *Appleton's Manual of Penmanship*, to accompany all three courses of the *Appleton Standard System* or other systems of penmanship, will soon be ready. (American Book Co., New York, Cincinnati, and Chicago.)

No. 54 of the Riverside Literature series contains *Sella, Thanatopsis and Other Poems*, by William Cullen Bryant; also notes and a biographical sketch. The fine description, pure sentiment, and exquisite finish of Mr. Bryant's poems make them especially suitable for reading in school. (Houghton, Mifflin & Co., Boston. 15 cents.)

The superintendent of the West Saginaw schools, Prof. E. C. Thompson, has found time to prepare a neat little volume entitled *Morning Exercises for Public Schools*. It is arranged under the head of subjects; the first is "Honor to Parents." This is a great advance on the old plan of reading miscellaneous from the Bible; the song, too, has reference to the same theme. Altogether it is a practical and helpful little book.

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## Magazines.

—The May *Engineering Magazine* contains much matter relating to the world's commercial and industrial advancement. T. Graham Gribble, C. E., continues his series on "The Future World's Highway," considering the problem of making a ship-waterway from Lake Michigan to the Gulf. "The Beginnings of Architecture," by Hyland C. Kirk, shows how primitive people construct their dwellings. "Education in the Workshop," by Frederick A. C. Perrine, D. Sc., contains a great deal of thought for teachers. Two other articles that will attract especial attention are "Wara Hundred Years Hence" and "Water-Supplies for Cities and Towns."

—Readers of the *Review of Reviews* for May will find an excellent character sketch, by W. T. Stead, of Gladstone, "the grand old man." It gives an idea of his great ability as a leader, his marvelous versatility, and his methods of work. A unique educational experiment is described by Charles D. Lanier, in "The McDonogh Farm School." The number of conventions—political, scientific, religious, educational, etc.—that are noticed in this number shows that the editors are determined to keep up with the times. "The Progress of the World" department does not appear to be as free from partisanship as it has sometimes been. This is to be regretted because in a magazine read by members of all parties a strict impartiality should be maintained.

—In the "required reading" in the May *Chautauquan* are about a dozen articles, among which are several on American history. Those are portraits of Prof. McMaster, Henry Watterston, Prof. Freeman, Clinton Scollard, and John R. Spears. In the Woman's Council Table we find portraits of Mrs. Mary R. Baldwin, Miss Kate Sanborn, Miss Lucy E. Tilley, and Miss Jessie F. O'Donnell.

—The Magazine of American History for May has a frontispiece portrait of John Quincy Adams. Mrs.

Lamb writes of "The Ingham Portrait of DeWitt Clinton," and there is a reminiscence of the career of Adams in the "Rejection of Monroe's Treaty." B. H. DuBois considers the question, "Did the Norse Discover America?"

—In the *Sanitarian* for May, there are articles on "Public Streets and Highways," by George N. Bell, C. E. and "How is Tuberculosis Acquired?" by J. A. Jeffries, M. D., Boston.

—In *The Studio*—the only weekly art journal in America—for May 7, Gaston L. Feuardent has an article reviewing the one written by Edward Robinson, of the Museum of Fine Arts of Boston, Mass., and published in the *Century Magazine* for April: "Did the Greeks Paint their Sculptures?" The article is well worth attentive study, especially by those who have read Mr. Robinson's article in the *Century*. The two articles taken together, put the subject in a clearer light than it has thus far been shown and make a valuable contribution to the literature that has grown up about it.

*Demorest's Family Magazine* for June gives a really beautiful lithograph for framing. It is called a "Yard of Pansies," and is a collection of these favorite flowers handsomely printed on heavy paper. The grouping and coloring are artistic.

## Literary Notes.

—Roswell Smith who originated the idea of the *Century Dictionary*, died recently at his home, 24 E. 51 street, New York. Mr. Smith had made a fortune in various business enterprises when he met Dr. J. G. Holland in Europe in 1868, and with him conceived the plan of publishing a magazine to foster American literature and art. They returned to the United States, and with the firm of Charles Scribner & Co., who at the time were publishers of Dr. Holland's books, formed the corporation of Scribner & Co., and in November, 1870, the first number of

*Scribner's Monthly* saw the light. *Putnam's Magazine* was merged in the new venture as well as *Hours at Home*, which had formerly been published by the Scribner house, and Mr. Richard Watson Gilder, now the editor of the *Century*, who had been for a year the editor of *Hours at Home*, was associated with Dr. Hol and in the editorial management of the new magazine. *St. Nicholas* was established at Mr. Smith's suggestion in 1873, several other magazines being merged with it. Mr. Smith having acquired the Scribners' interest in the magazine firm started the *Century* which met with almost instant success. He was active in church work and assisted many charities with his purse.

—The Cassell Publishing Company will soon have ready Prof. Robert Grimshaw's *Record of Scientific Progress for the Year 1891*. It contains discoveries and improvements in engineering, architecture, building, mining, photography, chemistry, medicine, surgery, electricity, astronomy, and other sciences.

—State Supt. Waller, of Pennsylvania, says, "The International Education Series, published by D. Appleton & Co., is edited by William T. Harris, LL. D., United States commissioner of education. This fact is, for teachers, the highest commendation that can be given to any series of educational works. To endorse the work of Dr. Harris is like contributing light to the sun."

—The spring announcements of A. C. McClurg & Co. include *Columbus and Beatriz*, by Constance Goddard Du Bois, author of "Martha Corey," *The Best Letters of Charles Lamb*, edited by Edward Gilpin Johnson (Volume V. of The Laurel-Crowned series); and *Direct Legislation by the People*, by Nathan Cree.

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